

OXFORD

Beehive

Student Book

5



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1 Travel in the city page 6	Places in a city Functional language <i>Can you tell me how to get to the ..., please?</i>	Present perfect statements with <i>for</i> Present perfect statements with <i>since</i>	Travel Present perfect statements and questions with <i>ever / never</i>
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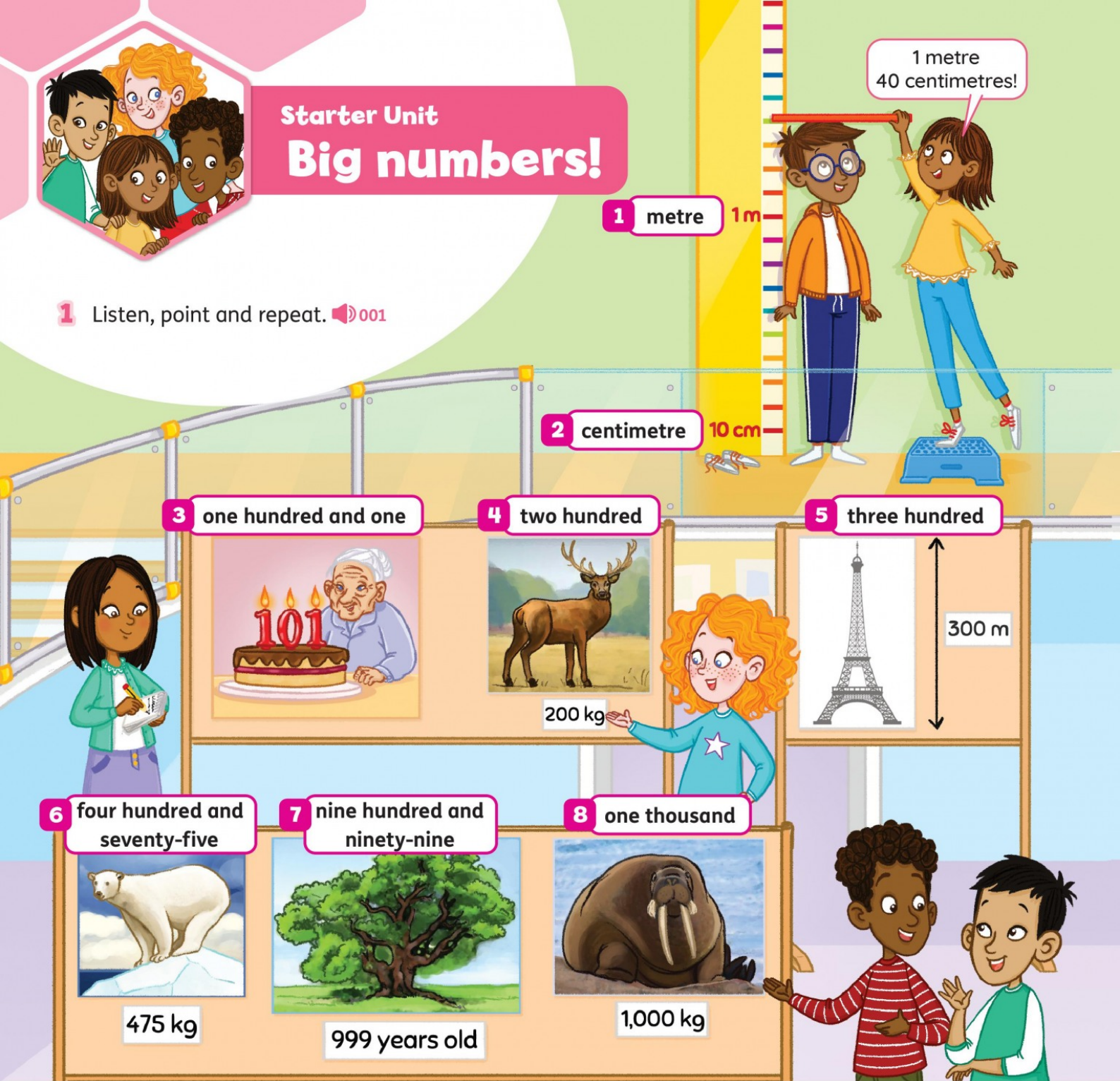
Lesson 4 Story	Lesson 5 Skills and Culture	Lesson 6 Writing focus, Project and Review
The tickets Emotional wellbeing Helping others	Life in the countryside and the city in the UK and Thailand	Writing focus An interview Project Make and play the <i>Travel through the city</i> board game
The three brothers Emotional wellbeing Making an effort	Weather and the seasons in Vietnam and Norway	Writing focus A travel blog Project Make a seasonal activities guide
The repair shop Emotional wellbeing Being confident	Where energy comes from in Germany and Chile	Writing focus A persuasive report Project Make a poster about the four Rs
A star on stage Emotional wellbeing Dealing with anxiety	Famous theatres in Australia and Italy	Writing focus A review of a show Project Act out a play
The cooking competition Emotional wellbeing Winning and losing	Bread in France and India	Writing focus A recipe Project Make a menu for a restaurant and act out a role play
The clever fridge Emotional wellbeing Focusing on what is important	Technology for hobbies in the USA and Cameroon	Writing focus An opinion essay Project Present four technology items
The rescue Emotional wellbeing Dealing with challenges	Volcanoes and hiking in New Zealand and Japan	Writing focus A story Project Make an information leaflet about a place in the countryside
The pink planet Emotional wellbeing Being curious	The night sky in South Africa and the UAE	Writing focus A news report Project Make a space display
Queen of the air Emotional wellbeing Being brave	Homes in the past in Turkey and Egypt	Writing focus A biography Project Make a quiz about life in the past
The street party Emotional wellbeing Caring for others	Volunteering in the UK and Mexico	Writing focus A personal narrative Project Plan an event for your community



Starter Unit

Big numbers!

1 Listen, point and repeat. 🎧001



2 Listen and circle. 🎧002 Then write.

three hundred and fifty six hundred and seven one thousand
one metre four hundred and one ~~eight hundred~~

- | | | | |
|-------------------|----------------------|--------------|-------|
| 1 80 / <u>800</u> | <u>eight hundred</u> | 4 607 / 670 | _____ |
| 2 350 / 450 | _____ | 5 410 / 401 | _____ |
| 3 100 / 1,000 | _____ | 6 1 cm / 1 m | _____ |

3 Listen and read. 🎧003 Is George taller than his sister?

Aunt Jill: How tall are you, George?

George: I'm 1 metre 38 centimetres tall.

Aunt Jill: You're taller than your sister, aren't you?

George: Yes, I'm two centimetres taller than her.

Aunt Jill: You both play basketball, don't you?

George: Yes, and we're good at it!

Aunt Jill: Well, I was on my school basketball team 35 years ago. Let's play!



4 Listen and read. 🎧004

Look! If the first part of the sentence is **positive**, the question tag is **negative**.
If the first part of the sentence is **negative**, the question tag is **positive**.

Question tags

We add a question tag to a statement to check that somebody agrees with what we're saying.

Question tags with <i>be</i>	Question tags with <i>do</i>
You're taller than your sister, aren't you?	You play basketball, don't you?
Maths isn't your favourite subject, is it?	He doesn't go horse riding, does he?



5 Complete. Then listen and check. 🎧005

do they? doesn't it? ~~are you?~~ isn't it? is she?

- You aren't 1 metre 50 centimetres tall, are you?
- A baby elephant weighs 100 kilograms, _____
- She isn't 101 years old, _____
- Butterflies don't weigh 50 grams, _____
- Angel Falls waterfall is about 1,000 metres tall, _____



Angel Falls

6 What do you know about your partner? Ask and answer.



You're shorter than James, aren't you?

Yes, that's right. You don't play tennis, do you?



1

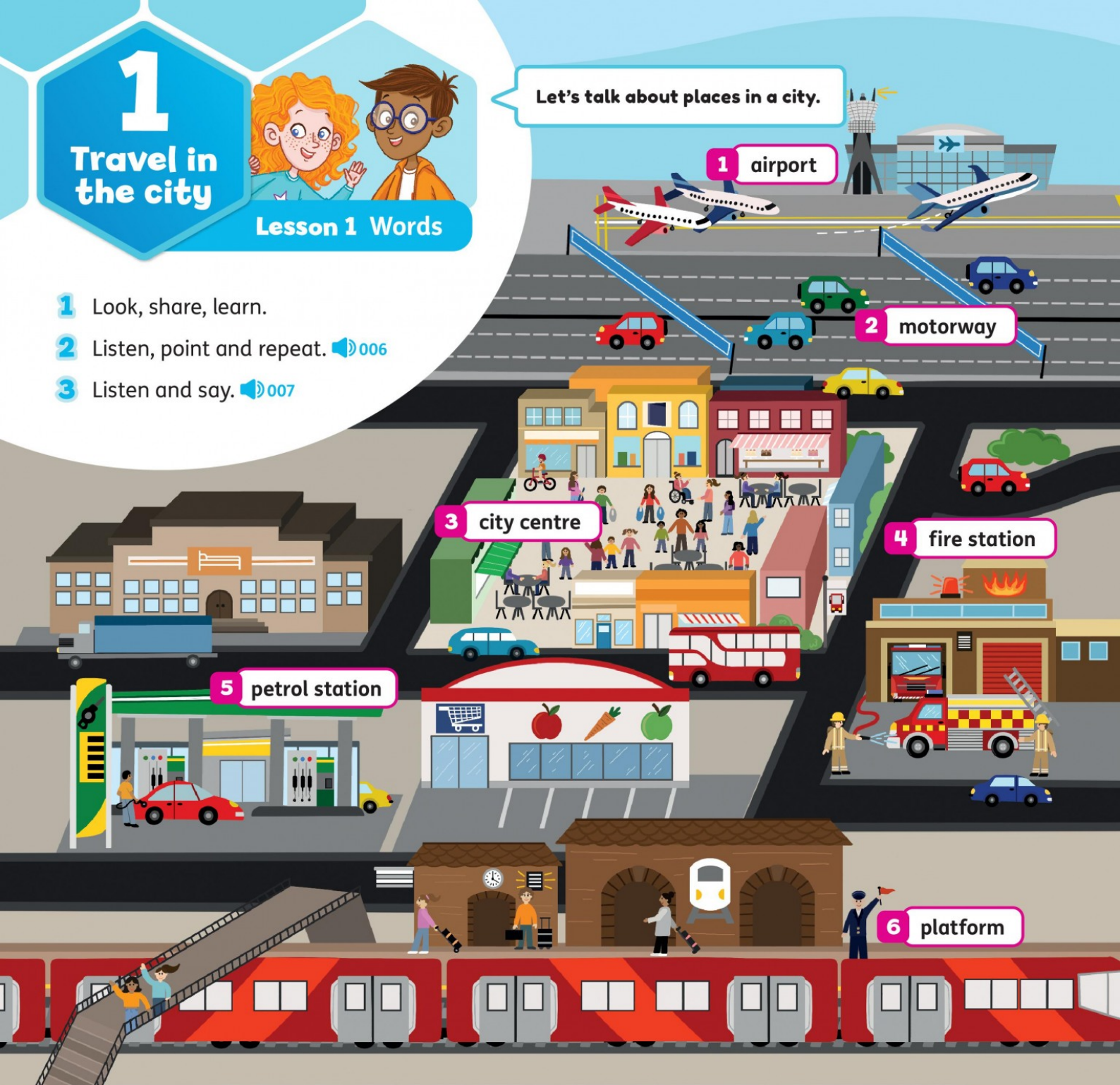
Travel in the city



Lesson 1 Words

Let's talk about places in a city.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🔊006
- 3 Listen and say. 🔊007



4 Write.

This is a place where ...

- 1 you buy petrol. petrol station
- 2 you wait for a train. _____
- 3 you see planes. _____

- 4 firefighters work. _____
- 5 you can visit shops. _____
- 6 cars travel quickly. _____

5 Listen, point and repeat. 🔊008

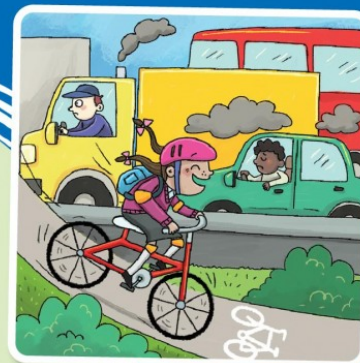
6 Read and write the words. Listen and check. 🔊009

My journey to school

My name's Mariam and I live in a small city in the UK. I love my journey to school because I go by bike!

First, I go across a zebra crossing which is near my house. There are black and white lines on the ground here. Then, I have to stop and wait until the _____ have got a red light and the cars stop. Then I can go across the street. Finally, I turn left at the bus stop and I go over a bridge.

There are lots of cars and buses on the _____, so I ride my bike on the _____. It's safe there and I can go really fast!



1 cycle path



2 zebra crossing



3 traffic lights



4 road

7 Read again and write.

- 1 It's got red, orange and green lights.
- 2 It's got black and white lines (and there's an animal in the name).
- 3 You can ride a bike but you can't drive a car here.
- 4 You can ride a bike, drive a car or travel on a bus here.

traffic lights

8 Listen and repeat. 🔊010 Then make a new dialogue and practise.

Can you tell me how to get to the **city centre**, please?

Yes, of course. **Turn right** at the **traffic lights**. Then **go straight ahead**.

Thank you!

airport
zebra crossing
petrol station
cycle path

turn left
turn right
go straight ahead

Team Up!

1

Do the *What's different in the city?* activity.





- 1 Listen and read. 011 How many types of station are there in Tang's town?

There's been a train station in our town for 150 years.



That's a long time!

There's been a fire station here for 50 years.



And there's been a petrol station here for two years!



- 2 Listen and read. 012

Look!

's = has 've = have



Present perfect statements with for

We use the present perfect for actions which started in the past and continue in the present. Use *for* to say how long ago the action started.
There's **been** a train station in our town **for** 150 years.
I've **lived** in this city **for** two months.



- 3 Listen to the tour guide in Marrakesh and complete. 013 430 13 950 25 6



- 1 There have been market stalls here for about 950 years.
- 2 There's been a palace here for about _____ years.
- 3 The museum has been here for about _____ years.
- 4 The train station has been open for about _____ years.
- 5 I've lived near this tea shop for _____ months.

- 4 Play True or false.



There have been market stalls in Marrakesh for about 25 years.

False! There have been market stalls for about 950 years.



5 Listen and read. 014 What animals were at the station in the past?

Atocha station, Madrid, Spain

Atocha station is the biggest train station in Madrid. You can take a high-speed train from here to the beach or even to France! There's been a train station here since 1851.

There's been a tropical garden in the old station since 1992. There are 7,000 plants, 15 platforms and there are many shops and restaurants in the station, too. In the past, there was a pool with lots of turtles!



6 Listen and read. 015



Present perfect statements with *since*

We use the present perfect for actions which started in the past and continue in the present. Use *since* to say the time when the action started.

There's **been** a tropical garden in the old station **since** 1992.

There **haven't been** any turtles in the station **since** 2018.

7 Circle the correct words.

I've worked at Atocha station ¹**for** / **since** 15 years. I've worked there ²**for** / **since** I was 18 years old! My first job was in the ticket office. Then I became a train driver. I've driven trains ³**for** / **since** 2011. I've been a train driver ⁴**for** / **since** more than 10 years. After I finish work, I go home ... by train!



8 Write sentences. Use *for* or *since*.

- 1 (I / live / next to the airport / eight years)

I've lived next to the airport for eight years.

- 2 (she / work / at this petrol station / three months)

- 3 (we / be / in the city centre / this morning)

- 4 (they / not eat / four hours)

- 5 (the train / be / at the platform / 10 o'clock)



Team
Up!

2

Play Match and say!





- 1 Listen and read. 016 How long has Sarah been a pilot?

Ask a pilot!

Today we're talking to Sarah Major. Sarah has been a pilot for Northern Air since 2019. Send your questions for Sarah!

Laila: Have any famous people ever travelled on your flight?

Sarah: Yes, they have! A film star travelled on my flight last year and he had TEN suitcases!

Max: How many passengers have flown with you?

Sarah: Good question. I've never counted them! I've been a pilot for 15 years, so I think thousands of passengers have flown with me!



- 2 Listen, point and repeat. 017



1 travel agent's



2 flight



3 passport



4 passenger



5 suitcase



6 ticket



7 leave



8 arrive

- 3 Complete.

- There are many passengers on this _____ to Mexico. The plane is completely full.
- That's a good photo of you in your _____!
- Mum is in the city centre. She's going to the _____ to find a holiday for us.
- Before I _____ my house to go on holiday, I put all my clothes in a _____.

- 4 What should you do when you go on holiday? Tell your partner.



You should put your clothes in a suitcase.

You should arrive at the airport early.



5 Listen and read. 🎧 018

Present perfect statements and questions with ever / never

We use the present perfect with *ever* or *never* to talk about our experiences in the past.

Have any famous people **ever travelled** on your flight?

Yes, they **have**.

I've **never counted** the passengers.

Has he **ever been** to Italy? No, he **hasn't**.

Look! Some verbs have got an irregular past participle:

be → been	buy → bought
fly → flown	forget → forgotten
go → been	have → had
leave → left	ride → ridden

6 Complete with *ever* or *never* and the past participles.

- Have you ever forgotten (forget) your tickets?
- I've _____ (have) a passport.
- He's _____ (go) to a travel agent's.
- Has Kim _____ (ride) a bike on a cycle path?



7 Write questions. Then ask and answer with a partner.

- (you / ever / buy / a train ticket?)
Have you ever bought a train ticket?
- (you / ever / be / a passenger in a taxi?)

- (you / ever / arrive / late at school?)

- (you / ever / go / inside a fire station?)

8 Listen and read. Then sing. 🎧 019-020

🎵 Have You Ever ...? 🎵

Have you ever ...?
Have you ever ...?
Have you ever
Done an amazing thing?



Have you ever **walked with a zebra on a zebra crossing**?
Yes, I have!
Yes, I have!
But I've never **bought a ticket to Italy**!

travelled in a city on a hoverboard

seen a turtle in a station



**Team
Up!**

3

Play *Have you ever ...? bingo*.

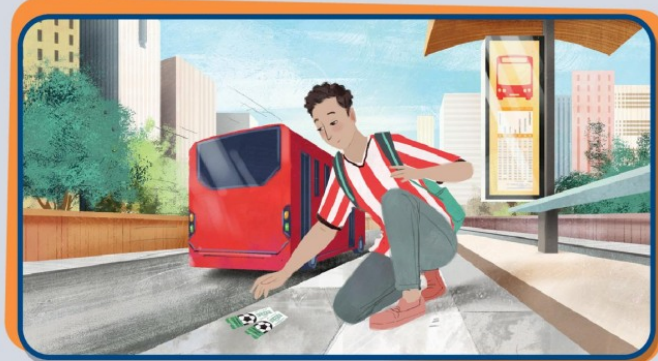




- 1 Look at the pictures. What sport are they going to watch?
- 2 Listen and read. 021 What does Miguel give to Juan and Elena?

The tickets

- 1 Miguel got off the bus in the city centre with his ticket in his hand. He was excited because he was going to see his favourite team play at the new football stadium.
The bus was driving away when Miguel saw two tickets on the road near the bus stop. There was nobody around.
“Somebody has dropped these tickets,” he thought.
“I’ll take them to the ticket office at the stadium.”



- 2 On the way, Miguel asked a friendly boy and girl for directions. They were both wearing red and white football shirts, too.
“Can you tell me how to get to the football stadium, please?” Miguel asked.
“Yes, of course,” said the boy. “Turn left at the traffic lights. Then go straight ahead.”
“Thank you!” said Miguel.



- 3 At the stadium, Miguel saw the boy and girl again at the ticket office. The girl was crying.
“I’ve never seen our team play! I wanted to see the game!” she said.
“I’m sorry,” said the boy. “I’ve wanted to see the game for months, too, but I can’t find our tickets. I’ve looked everywhere!”



- 4 “Hey,” said Miguel. “Did you drop your tickets? I found these two tickets near the bus stop.”
The little girl stopped crying and smiled at Miguel.
“Oh! Our tickets! Thank you so much!” said the boy.
“I’m Juan and this is my sister, Elena.”
Miguel smiled, “I’m Miguel. It’s nice to meet you!”



3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is interesting / unusual / lovely / happy.
- 3 My favourite character is _____.

4 Read again and number the sentences in order.

- a Miguel gives Juan and Elena the tickets.
- b Miguel gets off the bus.
- c Elena starts to cry.
- d Miguel finds two tickets near the bus stop.
- e Miguel asks Juan and Elena for directions to the stadium.
- f Juan can't find the tickets.

 1



5 Write T (true) or F (false).

- | | |
|--|--|
| 1 Miguel found two bus tickets near the bus stop. <u> F </u> | 4 Elena has seen their team play many times. <u> </u> |
| 2 Miguel decided to keep the tickets and not tell anybody. <u> </u> | 5 Juan lost their tickets and didn't know where they were. <u> </u> |
| 3 Juan gave Miguel directions to the stadium. <u> </u> | 6 Miguel found Juan and Elena's tickets. <u> </u> |

6 Read and answer.

- 1 What two ways did Miguel travel to the stadium?

- 2 Do all three characters like the same football team?
How do you know?

- 3 Why did Elena stop crying at the end of the story?



Think, feel, grow

- 1 How does Elena feel when Juan can't find their tickets? How do you think Juan feels?
- 2 Who helps another person in the story? How?
- 3 Why do you think Juan tells Miguel his name at the end of the story?

7 Home-school Read the story at home.



Team Up!

4

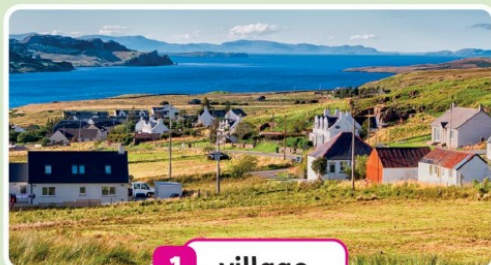
Write about ways to help other people.



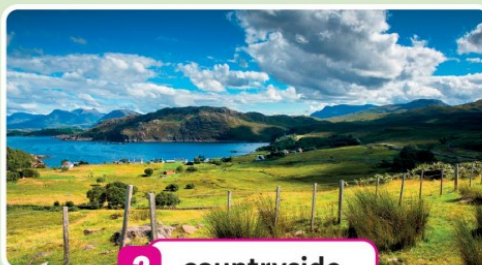


Listening and Speaking

- 1 Listen, point and repeat. 🎧 022
- 2 Listen and say the number. 🎧 023



1 village



2 countryside



3 move



4 crowd



Martin



UK

- 3 Listen to Martin and complete. 🎧 024 **boat for ~~move~~ countryside crowds village**

In the past, Martin lived in Edinburgh, the capital city of Scotland. His parents wanted to
 1 move to the island of Skye. In Edinburgh, it wasn't easy to travel around because
 there were always big 2 _____ at the bus stops and train stations.

Martin and his parents have lived on Skye 3 _____ six months. They live in the
 4 _____. There are only 45 people in Martin's 5 _____! Martin goes to
 school by 6 _____ and sometimes he sees dolphins!

- 4 Watch the video. ▶ Has there ever been an airport on Skye?
- 5 Listen and read. 🎧 025 Then talk with a partner.



Have you ever moved?

Yes, I have. In the past, I lived in a town,
 but now I live in a village. How about you?

I've never moved, but I'd like to
 live in the countryside one day.



Reading

- 6 Look at the photos. Where do you think Lawan lives?
- 7 Listen and read.  026 Why did Lawan's family move?



Lawan



THAILAND

From the countryside to the city

My name is Lawan and I'm 10 years old. I live in Bangkok, the capital city of Thailand. I've lived in Bangkok since I was six years old. When I was younger, I lived in a small village in the countryside. We moved to the city because my dad got a new job at the airport in Bangkok.

My grandparents still live in the village and we visit them every year. The village is in Chiang Mai province. It's about 600 kilometres from Bangkok. We travel to my grandma and grandpa's village by train and then by bus. It takes about 14 hours.

I love my grandparents, but I don't love the countryside! I prefer living in the city. Bangkok is a very exciting city! I love the noise and the crowds. I like the shops and the restaurants, too. Every weekend, I go to a shopping centre or a museum in the city centre with my family.

We usually travel around the city by tuk-tuk or by metro. The metro here is very quick and easy to use.

We live in a flat on the 18th floor of a skyscraper. I can see the airport from my bedroom window and I love watching the planes leave. I've never been on a plane, but that's OK because I'm happy here. Bangkok is the best city in the world!



8 Read again and write T (true) or F (false).

- 1 Bangkok is the capital city of Thailand.
- 2 Lawan has lived in Bangkok for 10 years.
- 3 Her grandparents' village is 600 kilometres from Bangkok.
- 4 Lawan has flown by plane many times.

T

9 Answer the questions for you.

- 1 Would you like to visit the countryside in Scotland or a city in Thailand? Why?
- 2 How is life in the countryside and life in the city different in your country?



Team
Up!

5

Complete the Venn diagram about life in the countryside and the city.





- 1 Look at the photo. Who is Sophia interviewing?
- 2 Read and listen. 027 How many countries has Mr Brown lived in?



My interview with Mr Brown by Sophia Richards

Yesterday I interviewed my English teacher, Mr Brown.

Sophia: Thank you for talking to me, Mr Brown.

Mr Brown: You're welcome, Sophia.

Sophia: OK, let's start. How long have you lived in our city?

Mr Brown: I've lived here for six years. I've taught at this school since January.

Sophia: What's your favourite place in the city?

Mr Brown: I like the theatre in the city centre.

Sophia: How do you like to travel around the city?

Mr Brown: I like to travel by bike because there are lots of cycle paths here. It's very safe.

Sophia: Have you ever lived in another country?

Mr Brown: No, I've never lived in another country. I've lived in this country since I was born.

Sophia: Thank you, Mr Brown.

Mr Brown: You're welcome, Sophia.

I enjoyed learning new things about Mr Brown.

- 3 Read again. Then answer the questions with a partner.

- 1 How long has Mr Brown lived in the city?
- 2 Why does Mr Brown like to travel around the city by bike?

- 4 Read. Then write the notes.

How to write notes for an interview

When we interview somebody, we ask lots of questions. It's difficult to write everything in the interview, so we write **notes**. When we write the interview later, we use our notes to write full questions and answers.

- **how long lived our city?** → How long have you lived in our city?

here 6 years → I've lived here for six years.

- 1 _____ → Have you ever lived in another country?
- 2 _____ → No, I've never lived in another country.



- 5 Write an interview about somebody's travel experiences. Go to your Workbook page 13

Team
Up!

6

Make and play the *Travel through the city* board game.

1 Listen and number the project steps in order. 028

- a Mix the question cards. Put them face down on the board.
- b The first player to travel to the city centre is the winner.
- c Take turns picking the top question card and moving your game piece.
- d Read the question cards. Cut them out and write two more question cards each.



2 Watch the video. Who is the winner?

3 Listen and read. 029 Then play the game.

It's my turn! 'Have you ever ridden in a tuk-tuk?'
No, I've never ridden in a tuk-tuk. So I go back one square.



Review

4 Choose and do three activities. Use your notebook.

1

Describe a place in a city
from Lesson 1 for your
partner to guess.

You see planes here.

Is it an airport?

2

Tell your partner about
a time when you helped
another person.



3

Write three things you
have done since you were
five years old.

I've learned English
since I was five
years old.

4

Write a list of all the
Lesson 3 travel words
you can remember.



5

Ask and answer.
Have you ever ...?

lived in the countryside
lived in a city
lived in a village
moved

6

What is life like in the
countryside in Scotland?
What is life like in the
city of Bangkok?
Tell your partner.



2

The seasons

Lesson 1 Words

Let's talk about activities for different seasons.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🎧 030
- 3 Listen and say. 🎧 031



4 Write.

Growing things	Tidying up outside	Other activities
1 <u>pick fruit</u>	4 _____	6 _____
2 _____	5 _____	_____
3 _____	_____	_____

5 Listen, point and repeat. 🎧 032

6 Read and write the words. Listen and check. 🎧 033

The four seasons

In many countries around the world there are four seasons in one year. Each season is about three months long.

In _____, the leaves change colour and they fall from the trees. We rake the leaves and we can play in them, too.

In _____, the days are the shortest. It's the coldest season. We shovel the snow when it's snowy, so it's safe to walk outside.

In _____, the days become longer and the nights become shorter. We sow seeds, and flowers start to grow.

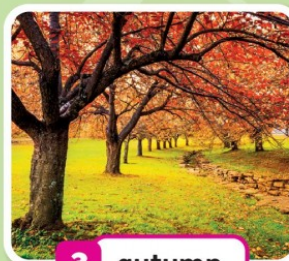
In _____, the days are the longest. It's often hot and sunny, so we play outside!



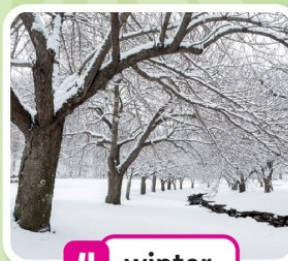
1 spring



2 summer



3 autumn



4 winter

7 Read again and write the seasons for the activities.

1 flowers start to grow _____

4 shovel the snow _____

2 play outside in the sun _____

5 play in the leaves _____

3 rake the leaves _____

6 sow seeds _____

8 Listen and repeat. 🎧 034 Then make a new dialogue and practise.



Can you **sow seeds** in **winter**?

No, you can't. It's too cold.

Can you **shovel the snow** in **spring**?

No, you can't. It isn't cold enough.



rake the leaves
plant flowers

summer
autumn

It's too hot.
It isn't hot enough.



Team
Up!

1

Complete the seasons mind maps.





1 Listen and read. 🎧 035 What did Omar find?

The next day ...

Did you sow any seeds yesterday?

Yes, I did. Look! I found this in the ground!

Wow! It's a really old coin.

I'm going to show it to our history teacher later!

2 Listen and read. 🎧 036

be going to for plans

We use **be going to** to talk about future plans.
I'm going to sow some seeds after school.
I'm not going to go to music club later.
 He **isn't going to** play football at the weekend.



Look! We can use these time words and phrases to talk about when in the future:

later	after school
tomorrow	at the weekend
this week	next month

3 Listen and tick ✓ or cross ✗. 🎧 037 Then read and write the name.

	1 Charlotte	2 Jasmine	3 Martina	4 Samantha
a pick fruit	✗			
b sow seeds				
c water the plants				
d check the weather forecast				

She's going to check the weather forecast. She isn't going to pick fruit. She's going to water the plants and sow seeds.
 Who is it? _____

4 Ask and answer.



What are you going to do after school?

I'm going to go swimming. Then I'm going to do my homework.



5 Listen and read. 🎧 038 Why does Maria think it's going to rain soon?

From: Maria

Subject: My new job!

Hi Aunt Sue!

I'm going to start my new job at an olive farm tomorrow! Lots of people work there in autumn. The farm has got 800 olive trees, so I think I'll pick olives all day. I'll be tired when I go home!

I can see dark clouds in the sky now. It's going to rain soon! I'll be outside all day tomorrow, so I'll check the weather forecast in the morning.

See you soon,

Maria ☀️ 😊

6 Listen and read. 🎧 039

Look!

'll = will won't = will not



will and be going to for predictions

We use **will** for predictions about the future.

I'll be tired when I go home. I **won't** want to play football!

We use **be going to** for predictions about the future based on what we can see now.

I can see dark clouds in the sky now. It's **going to** rain soon!



7 Look, read and circle.

- 1 It is going to / isn't going to rain soon.
- 2 Maria is going to / isn't going to pick olives.
- 3 Ed is going to / isn't going to drive the tractor.
- 4 They are going to / aren't going to shovel snow.
- 5 They are going to / aren't going to have lunch soon.

8 Maria will be tired and hungry when she goes home. Predict what she will or won't do. Write sentences.

- 1 (have a shower) She'll have a shower.
- 2 (do exercise) _____
- 3 (cook food) _____
- 4 (clean her house) _____
- 5 (go to bed early) _____



Team Up!

2

Plan an amazing holiday!



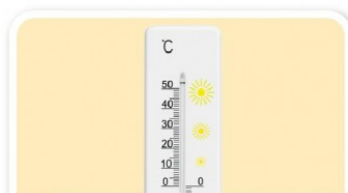


- 1 Listen and read. 🎧 040 When will you need a coat? Why?

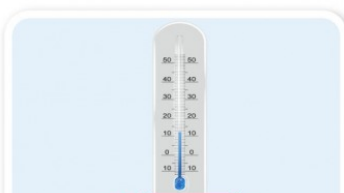
Welcome to the weather forecast for this week.
 Today isn't as warm as yesterday. This afternoon it will be cool.
 It will be rainy all day tomorrow, so it will be very wet.
 On Wednesday it will be cool and bright in the morning, but it will be stormy in the afternoon.
 On Thursday it will be 6°C, so wear a coat! In the afternoon it will be snowy.
 Friday will be as cold as Thursday, but it won't be icy.



- 2 Listen, point and repeat. 🎧 041



1 °C (degrees Celsius)



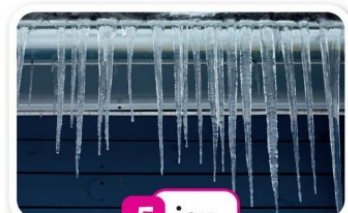
2 cool



3 warm



4 bright



5 icy



6 wet



7 dry



8 stormy

- 3 Look and write the correct weather words from 2.



cool



- 4 Ask and answer.



What do you think the weather will be like tomorrow?

I think it will be warm and dry.



5 Listen and read. 🎧 042

Comparisons with (not) as ... as

We use **as ... as** to talk about how two things are the same.

Friday will be **as** cold **as** Thursday.

We use **not as ... as** to talk about how two things are different.

Today isn't **as** warm **as** yesterday.



6 Write T (true) or F (false).

- | | |
|---|---|
| 1 Summer isn't as cool as autumn. _____ | 3 Spring isn't as bright as summer. _____ |
| 2 Autumn is as icy as winter. _____ | 4 Summer is as wet as spring. _____ |

7 Listen and write the temperature. 🎧 043 Then look and write sentences with (not) as ... as.

Rome	Beijing	Singapore	New York
16 °C 	_____ °C 	_____ °C 	_____ °C 

- | | |
|--------------------------------|--|
| 1 (New York / warm / Rome) | <u>New York isn't as warm as Rome.</u> |
| 2 (Beijing / wet / Singapore) | _____ |
| 3 (New York / warm / Beijing) | _____ |
| 4 (Singapore / dry / New York) | _____ |
| 5 (Rome / sunny / New York) | _____ |
| 6 (Rome / cool / Beijing) | _____ |

8 Listen and read. Then sing. 🎧 044-045

Spring, Summer, Autumn, Winter

Spring, summer, autumn, winter.
Flowers, leaves, snow and sun.
Spring, summer, autumn, winter.
Each season is so much fun!

Autumn is my favourite season.
It isn't as **warm** as spring,
But it's still my favourite time of year
When I can do my favourite things!

Summer
cool



Team Up! 3

Talk about the weather forecast.





- 1 Look at the pictures. What do they grow on the farm?
- 2 Listen and read. 046 Do the brothers find a box of money in the ground?

The three brothers

- 1 Charlie, Zach and Robert lived on a farm with their father, but the three brothers didn't want to work hard in the countryside. They thought they could make money more easily in another place. So as soon as they were old enough, they left the farm and they moved to the city.

Their father worked hard at the farm, but one day he became sick, so the three sons visited him.

"There's a big box of money in the fields," he said. "It's in the ground, but I can't remember where. I'm too sick to dig. Will you help me find it?"



- 3 After a few weeks, there were lots of big vegetable plants in the fields.

Soon, the brothers were working hard on the farm every day and they were happy. Every week, they sold their vegetables at the market and soon their father got better.



- 2 The next day, the brothers started digging in the fields. They dug long lines in the ground, but they found only water.
On the second day, Charlie looked at the lines in the fields. "I've got an idea!" he said. "I'm going to sow some seeds here!"
"That's a good idea!" said Zach.
"We've found this water. Let's use it!" said Robert.
On the third day, the weather was warm and bright, so the brothers sowed lots of seeds in the fields.



- 4 A year later at the farm, Robert said to his father, "There wasn't a box of money in the ground, was there?"
His father smiled. "No, there wasn't," he said. Zach laughed and Charlie looked at the fields, "That's OK, Father," said Charlie. "I think we'll be very happy here."

3 Complete for you.

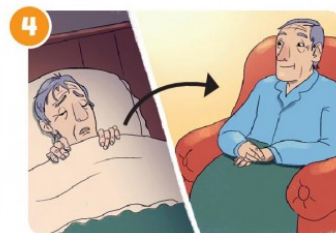
- 1 I don't like / like / love the story.
- 2 I think the story is important / interesting / nice / different.
- 3 My favourite character is _____.



4 Read again and circle the correct words.

- 1 The brothers looked for a box of money in the house / fields.
- 2 The brothers found food / water in the fields.
- 3 The brothers grew vegetables / flowers in the lines in the fields.
- 4 At the end of the story, the brothers liked / didn't like working on the farm.

5 Find the words in the story. Then look and write. dig work hard father get better



6 Complete. father happy market ground city seeds

The three brothers moved to the ¹_____ to make money more easily, but they came back to the farm when their ²_____ was sick. Their father said there was a box of money in the ³_____. The brothers started digging in the fields the next day. They decided to sow ⁴_____ in the ground. When the vegetables grew, they sold them at the ⁵_____. The brothers worked hard and they were ⁶_____ at the end of the story.

Think, feel, grow

- 1 How are the three brothers and their father different?
- 2 Why do you think their father says there's a box of money in the fields?
- 3 How do the brothers change in the story?
- 4 At the end of the story, what do you think the brothers have learned?



7 Home-school Read the story at home.



Team
Up!

4

Talk about how you work hard.



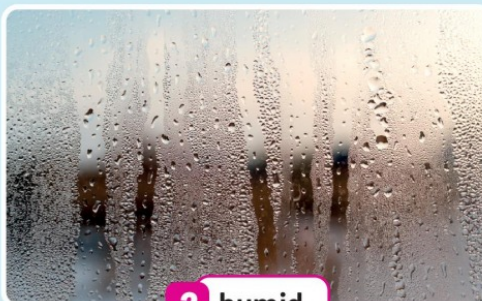


Listening and Speaking

- 1 Listen, point and repeat. 🎧 047
- 2 Listen and say the number. 🎧 048



1 wet season



2 humid



3 indoors



4 outdoors



Hien



VIETNAM

- 3 Listen to Hien and write *T* (true) or *F* (false). 🎧 049

- 1 Hien lives in Ho Chi Minh City. _____
- 2 The wet season is from April to August. _____
- 3 It rains all day in the wet season. _____
- 4 People go indoors when it rains. _____
- 5 Hien likes walking in the rain. _____
- 6 The city is humid after the rain stops. _____



- 4 Watch the video. ▶ When is the dry season in the south of Vietnam?

- 5 Listen and read. 🎧 050 Then talk with a partner.



What's your favourite season?

My favourite season is summer because I like warm weather. How about you?

I like autumn. I like the colours of the leaves on the trees.



Reading

- 6 Look at the photos. What food can you see?
- 7 Listen and read.  051 How long is the Polar Night?



Astrid



NORWAY



Home
About me
Search

Winter in Tromsø

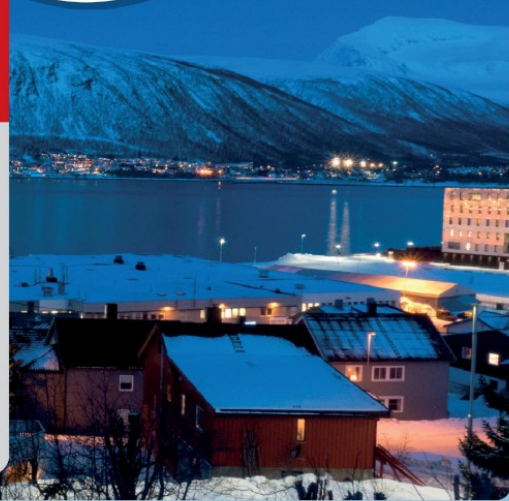
Hi, I'm Astrid. I live in a city called Tromsø, in Norway.

Here in Tromsø, the weather is cool and often rainy in spring, summer and autumn. In winter, it's snowy and icy, but it isn't as cold as winter in other countries like Canada.

In Tromsø, the really interesting time is from November to January. This is when we have the 'Polar Night'. During this time, the sun doesn't come up, and it's dark all through the day and night! The Polar Night isn't just one night – it's 48 days (and nights) long!

During the Polar Night, I wake up in the dark, I walk to school in the dark and I walk home in the dark. After school, I go skating on the ice and I play with my friends in the snow. It's dark, but my friends and I still like being outdoors! When I go indoors, it's warm in my house, and my dad makes me a hot drink.

In Tromsø during the Polar Night, we know that the sun will come up and it will be light again. This happens every year on 21st January. We celebrate this day with a festival called *Soldagen*, which means 'day of the sun' in Norwegian. At the festival, we drink hot chocolate and we eat cakes called 'sun buns'. This year, I'm going to get up very early in the morning to watch the sun come up, and then I'm going to go back to bed!



- 8 Read again and complete.
- 1 Winter in Tromsø isn't as _____ as winter in Canada.
 - 2 The Polar Night is from _____ to January.
 - 3 During the Polar Night, Astrid plays outdoors with her friends in the _____.
 - 4 Astrid is going to watch the sun come up on _____ January.

9 Answer the questions for you.

- 1 Would you like to visit Vietnam in the wet season or Norway during the Polar Night? Why?
- 2 What are the seasons like in your country?



Team Up! 5

Compare the weather and seasons in three places.





- 1 Look at the photos. Which country do you think Adam is visiting?
- 2 Read and listen. 052 Why is it a good time to visit this country?

Adventures with Adam!

New posts

Photos

Norway, January

Hi, everybody! I've arrived in Norway. What a cool place! Actually, it's cold here. VERY cold! It's about minus 6°C at the moment!

January is a good time to visit Norway because it's very snowy, and that means ... you can go dog sledding! Yesterday, I went dog sledding for the first time and it was fantastic! The dogs run at 20 kilometres an hour. That's as fast as I can ride my bike!

Next week, I'm going to travel to Oslo, the capital city of Norway. There's a Viking ship museum in Oslo. I think it will be amazing! I'll tell you all about it in my next blog post.

Ha det! (That's 'goodbye' in Norwegian!)




- 3 Read again. Then answer the questions with a partner.

- 1 How fast do the dogs run?
- 2 Where is Adam going to go next in Norway?

- 4 Read. Then write the labels in 2.

How to write a travel blog

Title: This is the name of your blog. Use an interesting title which makes people want to read your blog.

Place and date: This tells us where you are and when.

What to do: This describes what the weather is like and the activities you can do. Use informal language.

Travel plans: This says what you're going to do next.

Photos: These are interesting photos from your trip.



- 5 Write a travel blog about a place you've visited. Go to your Workbook page 25

Team
Up!

6

Make a seasonal activities guide. 1 Listen and match. 053

- | | |
|---------------------------------------|---|
| 1 Think of a place you like in your | a guide and present it to the class. |
| 2 Research the weather in the | b country or in a different country. |
| 3 Research activities for each season | c in this place or think of your own ideas. |
| 4 Make your seasonal activities | d different seasons for this place. |

2 Watch the video. When is it a good time to pick apples in Los Angeles?3 Listen and read. 054 Then present your guide.

What can you do in
Los Angeles in summer?



In summer, you can go to the beach.

Review

4 Choose and do three activities. Use your notebook.

1

Mime a seasonal activity
in the garden for your
partner to guess.

What am I doing?

You're sowing seeds!

2

What are you going to
do tomorrow?
Where do you think
you will live in 2050?
Write sentences.

3

What do you know
about the wet season
in Vietnam and the
Polar Night in Norway?
Tell your partner.

4

Describe a season for
your partner to guess.
Use three weather
words.

warm, bright, sunny

It's summer!

5

Look at your classmates
and teacher. Predict
what they are going to
do next. Write sentences.

Maria is going to
look in her bag.

6

Compare two seasons.
Write sentences with
(not) as ... as.





1 Listen and read. 055 Where does the balloon trip finish?

The birthday balloon trip!

Friday

Tomorrow we're going to go on a balloon trip for Dad's birthday! We wanted to go during the week, but it's been rainy every day since Monday. Now we've checked the weather forecast and it will be bright and sunny on Saturday, so we can finally go. I've never flown in a balloon. I'm so excited!



Saturday

Today was the balloon trip. What a day!

At 8.30 a.m., Mum, Dad and I were waiting in the park when an old white van arrived. A man got out of the van and he opened the balloon. It took a long time! Finally, we got in the balloon with the man (our pilot). He put hot air into the balloon, and then we went up and up into the sky. We were flying!



We flew over the city centre and then the countryside. I could see a lot of water in the fields from the rain.



"How do we fly back to the park?" I asked the pilot.

"We don't," he said. "The wind is taking us a different way. We'll land in the fields."

That didn't sound good.
There was a LOT of water in the fields.



Suddenly, we landed with a bump and a splash in a field which was full of water.

"What will we do now?" Mum asked the pilot.

"We'll get out and we'll take the air out of the balloon. Then we'll put away the balloon!" said the pilot.



Are we going to get out of the balloon here? Into all this water?!

We all slowly climbed out of the balloon. The water was very cold and as high as my knees!

It took a long time to put away the balloon. We were all very cold and tired. Finally, the van arrived.



"Oh!" said the pilot suddenly. "Happy birthday!"



He opened a box and inside there was a cake. Dad looked at him. He wasn't happy.

"We're cold! We want to go home!" Dad said.

The pilot put away the cake quietly and we all got in the van. I don't think we'll go on a balloon trip for Dad's birthday next year ...!



A-Z

Look me up!

2 Read again and match.

- | | |
|---|--|
| 1 The family is going to go on a balloon trip | a to go home. |
| 2 Lizzie has never | b the field was full of very cold water. |
| 3 Lizzie wasn't happy because | c because it's Dad's birthday. |
| 4 At the end of the trip, Dad wanted | d flown in a balloon. |

3 Have you ever been on a balloon trip? Where would you like to go?

4 Listen and read. 056 Why did people stop using canals?

Canals

In the past, travelling on roads was very slow. Roads were often muddy and dangerous to travel on. You also needed horses to move people and goods on roads.

Travelling by boat on rivers was a lot faster than travelling on roads, but there were also many problems with travelling on rivers. Some towns and cities didn't have rivers or they weren't big enough for boats. Also, rivers aren't straight and boats have to go slowly round a bend, so journeys took a long time. Rivers also have dangerous things like rocks and waterfalls. Travelling by river wasn't easy in the past!



In 1760, people started to make new waterways. These waterways are called 'canals'. People made the canals as straight as possible, so boats could travel more quickly than on rivers. At first, the canal boats didn't have an engine – horses walked on the path next to the canal and they pulled the canal boats with a rope. Later, when the boats got engines, they could move more quickly.

In about 1830, people started using trains. A train could travel more quickly than a boat on a canal. Twenty years later, people didn't need canals anymore. For many years, the canals were quiet.

Slowly, people began to use canals again, but they didn't use the canals to move goods – they used them as a hobby! Today, some people go on holiday on a canal boat. On a warm day, it's fun to travel slowly through the beautiful countryside on a canal boat.

Living on canals

This is a canal boat from the UK. Canal boats are narrow and they are often very colourful, too. Today, many people live on canal boats. They aren't as big as a house, but you can move your boat to a new place on the river every week!



Canals around the world



This is the Panama Canal. It's 80 kilometres long. Boats use the Panama Canal when they travel from the Atlantic Ocean to the Pacific Ocean. This makes their journey 15,000 kilometres shorter!



This is the Grand Canal in China. It's the oldest and longest canal in the world. It's 1,776 kilometres long and it's more than 2,500 years old.

A-Z

Look me up!

5 Read again and circle the correct words.

- 1 Travelling on rivers was often **faster** / **slower** than travelling by road.
- 2 Canals were **longer** / **straighter** than rivers, so journeys by boat were shorter.
- 3 Canal boats are often **wide** / **narrow** and colourful.
- 4 The journey is **longer** / **shorter** when boats use the Panama Canal.

6 What canals do you know? What do people use them for?

A cartoon illustration of a young boy and a young girl. The boy on the left has dark skin, curly brown hair, and is wearing a red and white striped shirt. He is smiling and waving with his right hand. The girl on the right has light skin, straight brown hair, and is wearing a green jacket over a white shirt. She is also smiling. They are standing in front of a light purple background with a white archway.

**Let's talk about helping
the environment.**

- 1** plant a tree

- 2** reuse a shopping bag

- 3** pick up litter

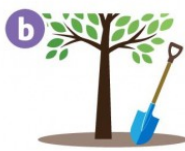
- 5** make an insect hotel

- 6** put plastic in the recycling bin

4 Complete. Then look and write the letter.

- 1 put plastic in the recycling bin ☒
- 2 reuse ☐
- 3 plant ☐

- 4 turn off _____
- 5 pick up _____
- 6 make _____



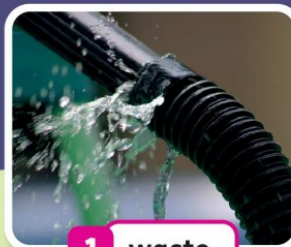
5 Listen, point and repeat. 🗣️ 059

6 Read and write the words. Listen and check. 🗣️ 060



My tips for helping the environment by Sam

- Don't drop litter because it's dangerous for animals. We should always try to _____ animals. For example, we can plant trees which birds need for food.
- Water is very important for people, animals and plants, so don't use more water than you need. Always turn off the tap so you don't _____ water.
- When there's a hole in your old sock, don't put it in the bin. You can _____ it. Then you can wear it again!
- Can you reuse things? For example, don't _____ your old water bottle. You can fill it with water from the tap!



1 waste



2 repair



3 throw away



4 look after

7 Read again. Tick ✓ the things you should do. Cross ✗ the things you shouldn't do.

- | | | | |
|----------------------|-------------------------------------|------------------------------------|--------------------------|
| 1 drop litter | ☒ | 5 waste water | ☐ |
| 2 look after animals | ☐ | 6 put an old sock in the bin | ☐ |
| 3 plant trees | ☐ | 7 repair a hole in a sock | ☐ |
| 4 turn off the tap | ☐ | 8 throw away your old water bottle | ☐ |

8 Listen and repeat. 🗣️ 061 Then make a new dialogue and practise.



Here's a **broken cup**. Why don't we **repair** it?

I'm not sure about that. Why don't we **reuse** it? We can keep pens in it.

That's a good idea.



a T-shirt with a hole
an old shoebox

repair **reuse**

That sounds great.
Yes, OK.
I'd rather not.
No, I don't think
that will work.



**Team
Up!**

1

Do the *How green are you?* survey.





1 Listen and read. 062 Where's Hector's school project?

I've already picked up the litter, but I haven't cleaned the kitchen yet.

Have you seen my school project, Nina?

It's a model of a house. It's made of cardboard.

Oops, sorry. I've just put the cardboard in the recycling bin!

2 Listen and read. 063

Look! We use *already* / *just* and *yet* in different places in a sentence.

Present perfect statements with *already*, *just* and *yet*

We use the present perfect with:

- *already* for actions which are finished:
I've **already** **picked up** the litter.
- *just* for actions which finished a short time ago:
I've **just** **put** the cardboard in the recycling bin.
- *yet* for actions which haven't started (but are going to happen): I **haven't** **cleaned** the kitchen **yet**.



3 Listen and circle the correct words. 064

- 1 Jack has *already* / *just* done his homework.
- 2 He *has* / *hasn't* already done his project about animals.
- 3 He *has* / *hasn't* washed the dishes *yet*.
- 4 He *hasn't* put the cardboard in the recycling bin *yet* / *just*.
- 5 He *has* / *hasn't* just turned off the tap.
- 6 He has *already* / *just* eaten the last piece of cake.



4 Ask and answer.



What have you done today?

I've already eaten a salad for lunch, and I've just put paper in the recycling bin. I haven't done my homework yet.



5 Listen and read. 065 What has Priya made?

- Dad:** Have you finished your bee project yet, Priya?
- Priya:** No, not yet. I've already made a bee bath so the bees can drink water. I did that last week in our garden. I've just made an insect hotel for the bees, too, but I haven't planted any flowers yet.
- Dad:** Have any bees visited the bee bath yet?
- Priya:** Yes, they have. Look! Two bees have just flown to the bath. They're drinking water!



6 Listen and read. 066

Present perfect questions and answers with yet

Have you **finished** your project **yet**?
 Yes, I **have**.
 No, I **haven't**. / No, **not yet**.

Look! Remember to use the correct form of **have** for the subject in the question and answer:
Have you / we / they turned off the lights yet?
 Yes, I / we / they **have**.
Has he / she turned off the tap yet?
 No, he / she **hasn't**.

7 Look and write questions with yet.



(they / pick up / the litter?)
Have they picked up the litter yet?
 No, not yet.



(she / repair / the kite?)

 Yes, she has.



(you / put / the plastic in the recycling bin?)

 Yes, I have.



(they / plant / the flowers?)

 No, they haven't.

8 Answer the questions for you.

- Have you eaten lunch yet? _____
- Have you done your homework yet? _____
- Have you asked a question in class yet? _____
- Have you put anything in the recycling bin yet? _____



Team Up! 2

Complete the to-do lists.





- 1 Listen and read. 🎧 067 How much litter has Class 5A picked up from the beach?

Environment action month



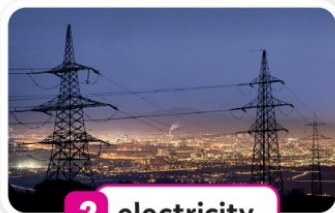
- This month, our school hasn't wasted any food in the canteen. We've just taken the vegetable leftovers to a farm for the animals to eat!
 - We've already recycled 15 kilograms of paper.
 - We've reduced the electricity we've used since January. We've turned off the lights every day. It's saved our school money, too!
 - Class 5A has picked up 20 bags of litter from the beach!
- Thank you, everybody! Our school has looked after the environment for a month, and we want to do even more in the future!



- 2 Listen, point and repeat. 🎧 068



1 pollution



2 electricity



3 leftovers



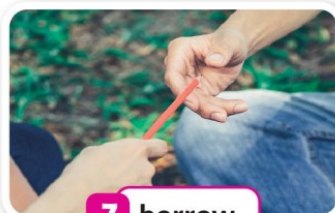
4 packaging



5 recycle



6 reduce



7 borrow



8 swap

- 3 Complete. Then listen and check. 🎧 069

- Our new TV has got lots of _____. Let's _____ the cardboard.
- I've put the _____ in the fridge. We can eat them for lunch tomorrow.
- Every night we turn off the lights, so we can _____ the _____ we use.
- This river is black and dirty. There's a lot of _____ in the water.
- I've already read this book, but I haven't read your book. Shall we _____?
- I'm going to _____ my sister's T-shirt. She's got lots of clothes!

- 4 Ask and answer.



What have you done to help the environment this month?

I've swapped comics with my friend and I've eaten leftovers for lunch.



5 Listen and read. 🎧 070

Present perfect review

We use the present perfect for:

- actions which started in the past and continue in the present: I've **lived** here **for** 10 years / **since** 2012.
- actions and experiences which are finished but still important in the present: I've **been** to India. I've **already put** the packaging in the recycling bin.
- actions which haven't happened: I've **never been** to Italy. I **haven't made** the bed **yet**.



6 Circle the correct words.

- 1 Have you **ever** / **never** made dinner with leftovers?
- 2 We've reused this shopping bag **for** / **since** three years.
- 3 He **has** / **hasn't** put the packaging in the recycling bin yet.
- 4 I've just **been** / **went** to the beach. There's a lot of litter in the sand.
- 5 They've **ever** / **never** swapped clothes with their friends.
- 6 Our school has recycled paper and cardboard **for** / **since** 2002.



7 Complete for you.

- 1 I've lived here _____.
- 2 I've just _____.
- 3 I've never _____.
- 4 I haven't _____ yet.

8 Listen and read. Then sing. 🎧 071-072

🎵 The Four Rs! 🎵

Reduce, reuse, recycle, repair.
Come on! Let's sing it together!
Reduce, reuse, recycle, repair.
Let's save our planet forever!

I've **remembered to turn off the lights**.
It isn't hard to do.
I've **picked up litter** in the park.
If I can, so can you!

recycled my paper and card

planted trees



Team Up!

3

Make present perfect sentences with your partner.

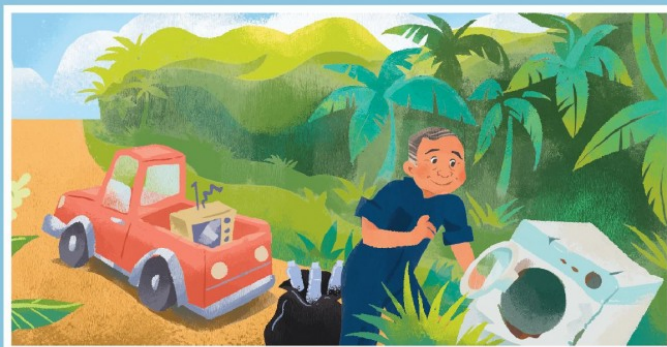




- 1 Look at the pictures. What things can the man repair?
- 2 Listen and read. 073 What does Mali say is fun?

The repair shop

- 1 When Chan drove home, he always stopped to pick up litter from the side of the road. He put the litter in the bin, but sometimes he found big things like broken washing machines. He always picked up these big things and took them home with him.



- 2 One day, Chan's granddaughter Mali and her mum knocked on Chan's door at home.
 "I've just made this cake for you," said Mali. She was usually very quiet, so Chan was always happy when she talked to him.
 "Thank you, Mali," said Chan. "Would you like to come in?"
 "Sorry, we have to go home now," said Mali's mum.
 "Our washing machine has just broken and I haven't washed Mali's school clothes yet."
 Chan thought for a moment and then he smiled.

- 3 "Come with me," he said. They all went outside and looked in Chan's garden.
 "Look!" he said. "Choose any washing machine you like!"
 Mali and her mum looked around. There were washing machines, TVs, dishwashers and fridges. They were all clean and sparkling in the sun.
 "Wow!" said Mali's mum. "Have you repaired all these things?"
 "Yes," said Chan. "People throw them away, but I like repairing them."



- 4 "Grandpa," said Mali quietly, "can you show me how to repair things too, please?"
 Next week, there was a new sign in Mali's handwriting in Chan's garden. It said: *Chan and Mali's Repair Shop*. Chan and Mali were sitting outside in the sun. Chan smiled when Mali picked up a screwdriver.
 "It's fun to repair things," said Mali. "Thank you for showing me, Grandpa."

3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is lovely / fun / different / beautiful.
- 3 My favourite character is _____.

4 Read again and number the sentences in order.

- a Chan, Mali and her mum go outside. ☐
- b Chan and Mali open a new shop. ☐
- c Mali's mum says their washing machine is broken. ☐
- d Chan finds broken washing machines. ☐
- e Mali brings a cake for Chan. ☐
- f Mali asks Chan to show her how to repair things. ☐



5 Find the words in the story. Then look and write the letter.

- 1 knock ☐
- 2 sparkle ☐
- 3 handwriting ☐
- 4 screwdriver ☐



6 Write T (true) or F (false).

- 1 Chan always picked up litter from the side of the road. _____
- 2 Chan thinks Mali talks a lot. _____
- 3 Mali and her mum have to go home because their dishwasher is broken. _____
- 4 Outside Chan's house, there were broken and dirty washing machines. _____
- 5 Mali wanted to learn how to repair things. _____

Think, feel, grow

- 1 Why do you think Chan feels happy when Mali talks to him?
- 2 How is Mali different at the end of the story?
- 3 How do you think her grandpa has helped Mali?

7 Home-school Read the story at home.



Team Up! 4

Talk about being confident.





Listening and Speaking

- 1 Listen, point and repeat. 🔊 074
- 2 Listen and say the number. 🔊 075



1 fossil fuels



2 renewable energy



3 wind turbine



4 solar panel



Veronika



GERMANY

- 3 Listen to Veronika and write T (true) or F (false). 🔊 076

- 1 Veronika lives in a big city in Germany.
- 2 Big factories in Germany used fossil fuels in the past.
- 3 The wind turbines near Veronika's town are in the sea.
- 4 Veronika has got a solar panel on the roof of her house.
- 5 The outdoor swimming pool is warm because it uses wind turbines.
- 6 Veronika's town now uses more renewable energy than fossil fuels.



- 4 Watch the video. ▶ How do German people look after the environment at home?
- 5 Listen and read. 🔊 077 Then talk with a partner.



What do you do to look after the environment at home?

We've got solar panels at home. How about you?

We haven't got any solar panels, but we've got recycling bins and we reuse shopping bags, too.



Reading

- 6 Look at the photos. What type of energy can you see?
- 7 Listen and read.  078 What does Tomas want to do in the future?

Our farm in the desert

by Tomas

CHILE

Tomas

My family has got a farm in the Atacama Desert in Chile. In the past, my grandpa grew grapes and potatoes on the farm. When my grandpa stopped working, my dad started looking after the farm, but my dad didn't want to grow grapes and potatoes. He had a different idea!

The Atacama Desert is sunny and dry. In fact, the Atacama Desert is the driest desert in the world! It's warm but it isn't hot. It's sunny every day, so my dad decided our farm is the perfect place for solar panels!

Now, our farm has got lots of solar panels on the ground. We've got more than 1,000 solar panels, and they all use the sun to make electricity. Then we sell the electricity to make money. I think our solar panels are great because they make renewable energy. This type of energy doesn't make pollution like fossil fuels do.

When I'm older, I want to be a farmer like my dad and grandpa, but I don't want to grow potatoes or make electricity. I want to be an alpaca farmer! Alpacas are big animals from South America. Their fur is very soft and strong, and it keeps them warm when it's cold at night. People use the fur to make clothes like jumpers, socks and hats. I love alpacas because they are so funny and friendly!



- 8 Read again and complete.

fur solar panels Desert electricity potatoes ground

Tomas' family lives on a farm in the Atacama ¹_____. In the past, Tomas' grandpa grew grapes and ²_____. Today, there are lots of ³_____ on their farm. The solar panels are on the ⁴_____ and they make a lot of ⁵_____.

In the future, Tomas wants to have an alpaca farm. People use the ⁶_____ from the alpacas to make clothes.

- 9 Answer the questions for you.

- What do you find interesting about where energy comes from in Germany and Chile?
- What do you know about renewable energy in your country?



Team Up!

5

Talk about ways to make a place greener.





- 1 Look at the title. What is Claire's opinion of renewable energy?
- 2 Read and listen. 079 Where does renewable energy come from? Say three places.

Let's change to renewable energy

by Claire

We use energy for our phones and computers. We also use energy to drive to school and work, but this energy often comes from fossil fuels. I think we need to change the type of energy we use.

There's a lot of pollution in the world because we use fossil fuels. Pollution is bad for our health and bad for the environment. Also, in the future there probably won't be any fossil fuels because we are using them very quickly. I think we need to find other types of energy soon.

Renewable energy comes from the sun, wind and water. We will always have these things and they don't make pollution, so let's use them to make energy.

I think we should stop using fossil fuels and change to renewable energy.



- 3 Read again. Then answer the questions with a partner.
 - 1 Where does our energy often come from?
 - 2 What two things does Claire think we should do?
- 4 Read. Then read the report again and complete the sentences.

How to use persuasive language in a persuasive report

We use *I think ...* to give our opinion. We can use it with *need to* + a verb or *should* + a verb to make our sentence more persuasive.

- 1 I think we need to change the type of energy we use.
- 2 I think we need to _____.
- 3 I think we should _____.



- 5 Write a persuasive report about a way of looking after the environment in your country. Go to your Workbook page 37

Team
Up!

6

Make a poster about the four Rs. 1 Listen and complete. 080 class design poster mind map

- 1 Brainstorm ideas for the four Rs. Write your ideas on the _____.
- 2 Think about ways to _____ your poster about the four Rs. Be creative!
- 3 Make your _____.
- 4 Present your poster to the _____.

2 Watch the video. What idea does the group talk about for 'repair'?3 Listen and read. 081 Then present your poster.

I've already walked to school on Monday and Tuesday this week!

I haven't walked to school yet, but I'm going to do that on Friday.



Review

4 Choose and do three activities. Use your notebook.

1

What are four things you can do to help the environment? Talk to your partner.



2

What can you do with a T-shirt? Take turns using verbs from Lessons 1 and 3.

You can repair a T-shirt.

3

What are the four Rs? What are three types of renewable energy? Say with a partner.

RRRR

4

Copy and complete the sentences.

I've just _____.
I've already _____.
I haven't _____ yet.

5

Write three questions for your partner to answer. Use yet.

Have you done your homework yet?

6

How do people in Germany and Chile look after the environment? Write four sentences.



4

A trip to the theatre



Lesson 1 Words

Let's talk about the theatre.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🎧 082
- 3 Listen and say. 🎧 083



1 lights

2 curtain

3 actor

4 play

5 stage

6 audience

4 Complete.

I went to see a ¹_____ at the theatre yesterday. It was called *Annie's Journey*. At first, it was dark inside the theatre, but then suddenly we saw some bright ²_____ and the big, red ³_____ went up! A famous ⁴_____ walked on the ⁵_____ and the play started. At the end of the play, the ⁶_____ clapped their hands. Everybody loved the play!

5 Listen, point and repeat. 🗣️ 084

6 Read and write the words. Listen and check. 🗣️ 085

A day in the life of an actor



Hi! I'm Ali and I'm an actor in a play called *The Brave Doctor*. My _____ is called Marcus. He's the doctor in the play.

I go to the theatre every day at 5 p.m. First, I put on my _____. It's a doctor's green T-shirt, white coat and trousers.

Then I put on my _____. All actors do this because it helps the audience to see our faces under the bright lights.

After that, I read the _____. It's long, so I have to practise lots of words. Finally, I'm ready to go on stage!



1 costume



2 script



3 make-up



4 character

7 Read again and circle the correct words.

- 1 Ali's character / make-up is called Marcus.
- 2 Ali puts on his script / costume first.

- 3 Then he puts on his character / make-up.
- 4 Before he goes on stage, he reads the script / costume.

8 Listen and repeat. 🗣️ 086 Then make a new dialogue and practise.



What was the **play** like?

It was **exciting**!

What were the **lights** like?

They were **colourful**!



make-up
costumes

theatre
characters

😊
beautiful
amazing
excellent

😐
unusual
OK

😞
boring
horrible
scary



Team Up!

1

Play the *Yesterday at the theatre!* game.





1 Listen and read. 087 Where was Omar yesterday?

Guess what I was doing yesterday!

Were you watching TV?

No, I wasn't.

Were you visiting your grandparents?

No, I wasn't.

I don't know. What were you doing yesterday?

I was acting at the theatre! I was practising for a play!

2 Listen and read. 088

Past continuous statements and questions

We use the past continuous to talk about a continuing action in the past. Use **was** / **were** with the verb + **-ing**.
 What **were** you **doing** yesterday? I **was acting**.
Were you **watching** TV? Yes, I **was**. / No, I **wasn't**.

3 Listen and number. Then listen again and write the time. 089

a

b

1

11 o'clock

c

d

4 Match.

- | | |
|---|----------------------------------|
| 1 What was Julia doing at 3 o'clock? | a No, she wasn't. |
| 2 What was she doing at 8 o'clock? | b She was reading the script. |
| 3 Was she reading the script at 7 o'clock? | c Yes, she was. |
| 4 Was she repairing the lights at 11 o'clock? | d She was watching the audience. |

5 Ask and answer.



What were you doing yesterday at 5 o'clock?

I was playing football.



6 Listen and read. 🎧 090 Why didn't Dad enjoy the play?



Hi Ken. What was the play like?

Hi Aunt Suzy. The play was excellent, but Dad didn't have a good time! We were watching the play when his phone rang!



Oh no! Why didn't he turn off his phone before the play started?

He forgot! Then, while he was trying to turn off his phone, he dropped it! It was ringing, but he couldn't find it. The actors had to stop the play and the audience was angry!



Oh dear! Maybe he'll remember to turn off his phone next time!

7 Listen and read. 🎧 091

Past continuous with past simple

We use the past continuous with the past simple to show one action happened in the middle of another action. Use *while* with the past continuous and *when* with the past simple.

While he **was trying** to turn off his phone, he **dropped** it.
We **were watching** the play **when** his phone **rang**.



Look! You can put *while* or *when* at the start or in the middle of the sentence:

He dropped his phone **while** he was trying to turn it off.

When his phone rang, we were watching the play.

8 Complete with *while* or *when*.

- 1 _____ the curtain went up, the actor was walking on stage.
- 2 _____ the actor was talking, the phone rang.
- 3 The girl was eating ice cream _____ the play started.
- 4 The curtain went up _____ the girl was eating ice cream.



9 Write sentences with *while* or *when*.

- 1 (the actor / read the script / the boy / take a photo)

- 2 (the curtain / go up / the woman / repair the lights)

- 3 (she / find the costumes / we / put on make-up)

- 4 (they / clean the stage / the audience / arrive)



Team Up!

2

Complete the sentences to make a story. ⬇️

Let's talk about when we did something in the past.



1 Listen and read.  092 Can you find William?

Where's William? The play is going to start soon, but nobody can find him! We're all worrying about where he is. He's the most important character in the play!

Archie saw William an hour ago. He was putting on his make-up and he was trying on his lion costume.

Monica saw him ten minutes ago. When she turned on the lights, William was sitting next to the curtain and he was looking at the script. Where is he?!



2 Listen, point and repeat. 093



1 cheer up



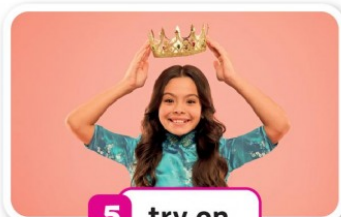
2 worry about



3 join in



4 calm down



5 try on



6 take off



7 look at



8 turn on

3 Match.

- | | |
|----------------------|--|
| 1 cheer up | a to do an activity or play a game with other people |
| 2 join in | b to think about something a lot and feel sad |
| 3 calm down | c to make yourself or another person feel less angry or worried |
| 4 worry about | d to make yourself or another person feel less sad |
| 5 turn on | e to put on clothes and see what they look like |
| 6 try on | f to make something work by touching a switch or button |

4 Mime and guess.



Are you trying on something?

Yes, I am!



5 Listen and read. 🎧 094

Look! When we use the phrases in 2 in past simple statements, we change the verb, but the preposition stays the same:

try on → tried on take off → took off look at → looked at

Past simple statements with ago

We use the past simple with *ago* to talk about actions in the past which are finished. Always use *ago* with a time phrase (e.g. *three days ago*, *nine years ago*).

Archie **saw** William **an hour ago**.

I **put on** my make-up **five minutes ago**.



6 Read and match. Then write sentences.

1 (he / try on / his costume)

He tried on his costume two days ago.

2 (she / take off / her make-up)

3 (I / buy / tickets for the play)

4 (we / look at / the famous theatre)

7 Answer for you. Write sentences with *ago*.

1 When did you eat breakfast?

2 When did you have a maths lesson?

3 When did you try on some clothes?

4 When did you cheer up a friend?

8 Listen and read. Then sing. 🎧 095–096

🎵 Last Checks! 🎵

We're ready! We're ready!
It's nearly time to go.
We've checked the curtains
And the lights.
It's time to start the show!

Mia, did you **try on your mask**?

Yes, I did.

I'm ready to go!

I **tried on my mask five minutes ago**.

Yusef

turn on the lights

turned on the lights two hours ago



Team Up!

3

Do the *Find somebody who ...* activity. ↓



- 1 Look at the pictures. Where does Nadia go to in the story?
- 2 Listen and read. 097 What two things does Nadia worry about?

A star on stage

1 24th September

I'm so excited! Three months ago, I entered a competition to act in a play with my favourite actor, Brad Stevens. Today, I found out that I've won! The play is on 5th October at a theatre in London. I'm going to go to the theatre tomorrow with my mum!



2 26th September

What a day! While I was practising my lines in the script, Brad walked on stage! He was so friendly. He joined in and we read the script together!

3rd October

The other actors and I tried on our costumes two hours ago. Then we practised the whole play. I don't have to look at the script now because I can remember most things ... but I'm still worrying about my lines!



3 5th October

Tonight will be the first night of the play, so we practised for the last time two hours ago. I put on my make-up and costume, but then ... **DISASTER!** Five minutes before the curtain went up, I forgot EVERYTHING! I started to worry about my lines again, but then Brad told me a funny story about his first play and I calmed down. I hope I can remember everything tonight!



4 6th October

The play last night was **AMAZING!** I remembered ALL my lines, and the audience clapped for five minutes at the end! I'm in the newspaper, too. Look!



Nadia Smith was excellent
She will be a star!

Nadia Smith is a ...

3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is interesting / fun / exciting / different.
- 3 My favourite character is _____.



4 Read again and cross out the wrong word. Write the correct word.

- 1 Nadia won a competition to ~~sing~~ in a play.
- 2 Nadia and Mum read the script together.
- 3 Nadia didn't have to look at the costume on 3rd October.
- 4 She started to worry about her character on 5th October.
- 5 The audience listened for five minutes at the end of the play.

act

5 Write the adjective. **amazing** ~~excited~~ **excellent** **beautiful** **friendly**

- 1 How did Nadia feel when she won the competition? excited
- 2 What's the theatre like? _____
- 3 What's Brad like? _____
- 4 What was the play like? _____
- 5 How did the newspaper describe Nadia? _____

6 Complete. **helped** **competition** **newspaper** **actor** **audience** **play**

Nadia won a ¹ _____ to act in a ² _____. Her favourite ³ _____, Brad Stevens, was in the play, too. Nadia was worrying about remembering her lines, but Brad ⁴ _____ her. On the first night of the play, Nadia remembered all her lines and the ⁵ _____ clapped for a long time. The next day, Nadia was in the ⁶ _____.

Think, feel, grow

- 1 How did Brad help Nadia when they met for the first time?
- 2 How did Nadia feel on the first night of the play?
How did Brad help her?
- 3 Who helps you when you are worrying about something?
How do they help you?

7 Home-school Read the story at home.



Team Up!

4

Discuss ways to stop worrying about problems.



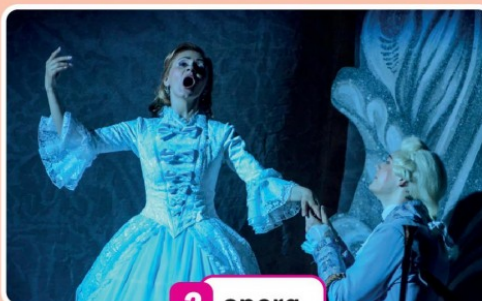


Listening and Speaking

- 1 Listen, point and repeat. 🎧 098
- 2 Listen and say the number. 🎧 099



1 building



2 opera



3 musical



4 seats



Anna



AUSTRALIA

- 3 Listen to Anna and answer. 🎧 100

- 1 When did Anna go to Sydney Opera House?
- 2 How many theatres are there in the building?
- 3 Who did Anna listen to in one of the theatres?
- 4 When did Queen Elizabeth open the Sydney Opera House?

- 4 Watch the video. ▶ When does the Sydney Opera House change colour?

- 5 Listen and read. 🎧 101 Then talk with a partner.



Is there a theatre in your town?

Yes, there is. I saw a musical there two months ago.

What's the theatre like?



The building is old and beautiful, but the seats are small.

Reading

- 6 Look at the photos. What do you think Lorenzo's blog is about?
- 7 Listen and read.  102 What's special about this theatre?



Lorenzo



ITALY





Lorenzo's travel blog

New posts

Taormina, June

Hi again, everybody! Today, I'm going to show you the best theatre in the world!

Imagine that you're at the theatre, but you aren't indoors – you're outdoors and you're high above the sea. Imagine that you're watching a play at this theatre when the sun goes down, and you can see the night sky. Now imagine that the volcano in front of the theatre erupts and fire comes out of the mountain!

Is this a real theatre? Yes, it is! I've visited it, here in Italy!

The Greek Theatre in Taormina is on the island of Sicily, in Italy. It's one of the oldest theatres in the world. The Ancient Greeks made the theatre about 2,000 years ago. In the past, there were seats for more than 5,000 people! Later, the Romans used the theatre and they made more buildings.

Today, the theatre isn't as big as it was in Roman times, but you can still watch plays, operas and music concerts here.

When you come to watch a play here, you should bring a cushion. The seats are made of stone, so they're cold and hard! Also bring a raincoat because there isn't a roof! You should bring some money to buy a slice of pizza or a gelato, too. Gelato is a type of ice cream from Italy, and it's the best ice cream in the world!

8 Read again and write *T* (true) or *F* (false).

- 1 The blog is about an ancient theatre in Greece. _____
- 2 You can see a volcano from the theatre. _____
- 3 In the past, the theatre was bigger than it is today. _____
- 4 You can watch a film and eat pasta at the theatre. _____

9 Answer the questions for you.

- 1 Which theatre in Australia or Italy would you like to visit? Why?
- 2 Where can you go to watch an opera or musical in your country?



**Team
Up!**

5

Compare two theatres.





- 1 Look at the photo. What type of animal is the show about?
- 2 Read and listen. 103 Did Marta enjoy the musical?

Review of *The Lion King* by Marta



Two weeks ago, I went to the Regent Theatre to see *The Lion King*. It's a famous musical.

The Lion King is about a young lion called Simba. Simba's dad is the king of the lions, but Simba's uncle wants to be king, so he tries to hurt Simba. Simba sees lots of scary things and he has to leave his home. He meets some friends and they have fun together. At the end, Simba goes home and he becomes king.

I loved this musical! It was very exciting, but it was sometimes very sad. I cried while I was watching it! The actors were amazing. The characters were wearing big lion costumes and beautiful, colourful make-up. Go and see this musical!

- 3 Read again. Then answer the questions with a partner.

- 1 What's the name of the main character in *The Lion King*?
- 2 What did Marta like about *The Lion King*?

- 4 Read. Then write the labels in 2.

How to write a review of a show

Introduction: This tells us about the show you saw.

Where did you see it and when? What type of show is it?

Plot summary: This explains what the show is about and who the characters are. What happens to the characters?

Opinion: This explains what you thought about the show.

What did you think about the actors, dancing, costumes or lights?



- 5 Write a review of a show in your country. Go to your Workbook page 49



1 Listen and number the project steps in order. 104

- a Practise your play. Then act it out for the class. ☐
- b Read the script. Then discuss the play with your group. ☐
- c Choose a character for each person in your group. ☐
- d Write a list of the costumes and props you will need. ☐

2 Watch the video. Where did Dad find the tickets in the play?

3 Listen and read. 105 Then act out your play.



Which character would you like to be?

I'd like to be Mum. I think she's funny!



Review

4 Choose and do three activities. Use your notebook.

1

Say two words or phrases for each category:

things you see
at the theatre
things actors wear
things actors do

2

Write four sentences using the past continuous with the past simple. Use *while* and *when*.

I was watching the play when I saw ...

3

Tell your partner about a time you were worrying about something. How did you calm down?



4

Write two facts about the Sydney Opera House and two facts about the Greek Theatre in Italy.



5

Take turns chanting the Lesson 3 vocabulary.

cheer up

calm down

6

Tell your partner. What did you do ...?

five minutes ago

two hours ago

one week ago





Let's read! Helping the environment

1 Listen and read. 106 Why do bees dance?

As busy as a bee!



Honey bees

Honey bees live in beehives. There's one queen bee in the beehive and she **lays eggs**. In summer, she lays 2,000 eggs a day! The other honey bees (called 'worker bees') leave the beehive to find food. They collect a sugary juice from flowers called 'nectar'. Then they take the nectar back to the beehive and make honey with it. They keep the honey in the beehive to eat in winter. We can enjoy the honey, too, because the bees make more honey than they need!

Did you know that honey bees dance? When they go back to the beehive with the nectar, the worker bees do a little dance. The dance shows the other bees where the good food is!

Solitary bees

Some bees don't live with other bees. They are called '**solitary** bees'. They don't live in a beehive. Instead, they make a nest inside **hollow** sticks. They often use the sticks which are inside an insect hotel.

Solitary bees lay an egg in their nest. Then they close the nest with mud or leaves and they fly away to make another nest.

Why are bees important?

When bees go inside a flower to collect nectar, they get **pollen** on their body. When they go inside another flower, they put some of this pollen in the flower. This is called 'pollination' and it's very important because it's how plants make new seeds. Many plants need bees so they can grow.

How can we help bees?

Bees are in danger. There aren't as many bees today as there were in the past. We should help bees as much as we can, but what can we do to keep them safe?

- We can make insect hotels. This gives solitary bees a place to make a nest.
- We can plant and grow flowers which bees like to go inside.
- Bees also drink water, so we can help them by making a bee bath.

A-Z

Look me up!

2 Read again and complete.

honey juice nest pollen egg

- 1 Bees collect a sugary _____ from flowers called nectar.
- 2 They make _____ with the nectar.
- 3 Solitary bees make a _____ and lay an _____ inside sticks.
- 4 Pollination is when _____ is moved from one flower to another flower.

3 What would you like to do to help bees?

4 Listen and read. 107 How many starfish are there on the beach?

The starfish on the beach

It was a beautiful morning and the sun was **rising** slowly in the sky. Julio took off his sandals. The sand was warm under his feet. He moved slowly and carefully so he didn't walk on the shells. The beach was Julio's favourite place, and he came here every day in the summer holidays. He liked the early mornings when it was quiet and there weren't any other people. He listened to the sound of the **waves** and the sea birds high in the sky.

Julio walked to the sea and put his feet in the waves. The water was cold, but it felt good. He saw some small fish in the water. They were swimming around his feet. He was watching the fish when suddenly he heard a noise. *Splash!* He looked up and he saw an old woman next to the water. She was picking up something from the sand. Julio stopped and watched her. The old woman picked up a starfish and threw it carefully into the sea.

She watched the starfish in the sea for a moment and then she picked up another. Julio looked at the beach and he saw that there were hundreds of starfish on the sand. He had never seen so many starfish!

Julio walked to the old woman. "What are you doing?" he asked. "It's going to be a hot day," the old woman said. "The starfish will **die** in the sun. I'm **saving** them." Julio looked at all the starfish on the beach. "But there are so many. This beach is two kilometres long and there are hundreds of starfish. You can't save them all."

The old woman smiled and threw a starfish into the water. "I know, but I can save this one ... and this one ... and this one." Julio thought for a moment, and then he picked up a starfish and threw it into the sea.



A-Z

Look **me** up!

5 Read again and write *T* (true) or *F* (false).

- 1 Julio likes mornings on the beach because they are quiet. _____
- 2 The old woman was picking up litter on the beach. _____
- 3 The old woman thinks she can save all the starfish. _____
- 4 Julio joined in and helped the old woman save the starfish. _____

6 What do you do to help animals and the environment?

5

World food



Lesson 1 Words

Let's talk about food from around the world.

The Yellow Chilli



Specials



1 curry



2 burger



- 1 Look, share, learn.
- 2 Listen, point and repeat. 🔊 108
- 3 Listen and say. 🔊 109



3 stew

4 taco

5 pie

6 sushi

4 Read the food items and write the dish.

- 1 meat, potatoes, carrots stew
- 2 bread, meat, chips _____
- 3 pastry, meat, vegetables _____

- 4 fish, vegetables, rice _____
- 5 meat, chillies, rice _____
- 6 beans, bread, salad _____

5 Listen, point and repeat. 🔊 110

6 Read and write the words. Listen and check. 🔊 111

The Yellow Chilli 🌶️

Home

About

Reviews



1 spicy



2 delicious



3 burnt



4 raw



Ahmed2021

Birthday curry! ★★★★★ Reviewed 26th May

I love this restaurant. I went there for my birthday two weeks ago. I had the chicken curry. It had lots of chillies, so it was very _____!



Jasmine12

Yuck! ★☆☆☆☆ Reviewed 2nd June

I went to The Yellow Chilli restaurant on Saturday. I had the burger with chips. I didn't eat the burger because it was _____ – it was hard and black! Yuck!



Zak11

Taco: OK. Pineapple cake: great! ★★★★☆ Reviewed 18th May

The taco wasn't very nice because the vegetables were _____ – they weren't cooked enough. But the pineapple cake was _____! I want to learn how to bake this cake at home!

7 Read again and complete.

- 1 Our barbecue is too hot! All the burgers are _____ now!
- 2 The fish inside this sushi isn't cooked. It's _____.
- 3 My family ate the chicken stew very quickly. They said it was _____!
- 4 I've put eight chillies in this prawn curry. Now it's too _____!

8 Listen and repeat. 🔊 112 Then make a new dialogue and practise.



How's your **taco**?

It **smells** OK, but it **looks** burnt. How are your **chips**?

They **taste** delicious!



pizza
soup
meatballs

smell / smells
look / looks
taste / tastes

amazing
good
terrible



Team Up!

1

Act out *How's your food?*



Let's talk and ask about how food is made and where it's eaten.



1 Listen and read. 113 Who likes spicy food?

I'm hungry. Let's make burgers and chips!

Great!

The burger is made from meat.

The chips are made from potatoes.

The sauce is made from chillies. It isn't made from tomatoes. It's delicious!

It's spicy!

2 Listen and read. 114

Present simple passive statements

We use the present simple passive when we don't know who does the action or it isn't important. Use *is / isn't* or *are / aren't* + past participle.

The sauce **is made** from chillies.

It **isn't made** from tomatoes.

The chips **are made** from potatoes.



Look! Use *is* with uncountable foods. Use *are* with countable foods:

Pasta **is** eaten in Italy. Pies **are** eaten in the UK.

3 Listen and complete. 115 eaten called are is used grown

- The hottest chilli in the world is _____ 'The Carolina Reaper'. It's about 400 times hotter than a jalapeno pepper!
- Chillies are _____ in China, Thailand and Mexico.
- Chilli sauce _____ made from chillies, tomatoes, garlic, sugar and salt.
- Chillies are _____ raw or cooked.
- They are _____ in curries, stews and tacos.
- Sometimes, chillies _____ used in chocolate cake.



The Carolina Reaper



jalapeno pepper

4 What food facts do you know? Talk with your partner.



Chillies are grown in Mexico.

Sushi is eaten in Japan.



5 Listen and read. 116 What is *jalfrezi*?



What's your favourite food? 🍴🍌

My favourite food is *nasi goreng*. It's eaten in Malaysia. Here's a photo:



What is it made from?

It's made from chicken, rice, egg and chillies. It's spicy! 🌶️ Do you like spicy food?



Yes, I love spicy curries.

Are curries eaten in the UK?



Yes, they are. My favourite curry is *jalfrezi*. It's made from peppers, tomatoes, garlic, spices and LOTS of chillies! 🌶️🌶️🌶️

6 Listen and read. 117

Present simple passive questions and answers

We can use the present simple passive to ask Yes / No and *Wh-* questions.

Are curries **eaten** in the UK? Yes, they **are**.

Is this burger **made** from beans? No, it **isn't**.

What **is** it **made** from? It's **made** from chicken and rice.



7 Circle the correct words in the questions. Then circle the correct answers.

- | | | | |
|---|--------------------|-----------------|----------------|
| 1 What is / are chillies sometimes used in? | a ice cream | b cereal | c cake |
| 2 What is / are a burger made from? | a pastry | b meat | c rice |
| 3 Which dish is ate / eaten cold and raw? | a sushi | b curry | c pie |
| 4 Which dish isn't made / make from bread and meat? | a taco | b burger | c curry |

8 Write Yes / No questions. Then ask and answer with a partner.

- | | |
|---------------------------------|--------------------------------|
| 1 (rice / grow / in China?) | <u>Is rice grown in China?</u> |
| 2 (tomatoes / eat / in Spain?) | _____ |
| 3 (burgers / make / from eggs?) | _____ |
| 4 (flour / use / in / rice?) | _____ |



Team Up! 2

Take the
Three topics quiz.



Let's talk about more food from around the world.



1 Listen and read. 118 What is falafel made from?

1 Mum and Dad are cooking in the kitchen.

What's for dinner? I'm hungry!

I hope it's dumplings. They're my favourite.

I think it's spaghetti. I can smell garlic. It smells delicious!

2 You're both wrong. I know it's falafel.

How do you know that?!

Because I bought the chickpeas and spices this afternoon!

2 Listen, point and repeat. 119



3 Complete for you.

Food I have eaten	Food I've never eaten, but I'd like to try	Food I've never eaten and I don't want to try
_____	_____	_____
_____	_____	_____

4 Ask and answer.



Have you ever eaten hummus?

No, I've never eaten hummus, but I'd like to try it. It looks delicious!



5 Listen and read. 120**hope, think and know**

We use *hope* when we want something to happen.

I **hope** I'll win the competition!

We use *think* when we have an idea, but we aren't sure.

I **think** I'm good at cooking.

We use *know* when we are sure.

I **know** I'm 11 years old.



6 Circle the correct words.

- 1 I **hope** / **know** my teacher will like my presentation tomorrow! I've worked really hard.
- 2 I can see lots of green chillies in this couscous. I **hope** / **think** it will be too spicy for me!
- 3 Oh no! Look at those black clouds. I **think** / **hope** it's going to rain soon.
- 4 My grandpa **knows** / **thinks** lots of recipes for spaghetti. He always makes delicious food.

7 Look and complete with *hope*, *think* or *know*.8 Listen and read. Then sing. 121-122

♪ ♪ **Food, Food, Fantastic Food!** ♪ ♪

We love yoghurt for breakfast.
We like couscous for lunch.
Then it's dumplings for dinner.
Munch, munch, munch!

I hope the **falafel** aren't burnt.
I hope the **spring rolls** aren't raw.
I think the **hummus** is delicious
And I know there's even more!

kebabs
burgers
fried rice



Team Up!

3

Play Sentence maze.





- 1 Look at the pictures. What are the children doing?
- 2 Listen and read. 123 What will the children eat for dinner?

The cooking competition

1 Sam, Tia and Amy have entered a cooking competition, but Tia is feeling nervous.

You have one hour to make a delicious dinner.

I hope I'll win!

I know I'm the best cook.

I think I'm not good enough. I should go home.

2 Your time starts ... NOW!

What are you cooking, Tia?

I'm making sushi.

Oh no! I've left my recipe at home!

3 But sushi is made from raw fish! That isn't cooking!

I'm making a fish curry. It's made from 20 ingredients.

Oh no! I've used too much spice!

4 Oh no! My prawns are burnt!

5 One minute left!

Your sushi looks good, Tia. I hope my spring rolls are cooked!

Spring rolls and sushi are so easy ...

6 The winner is ... Tia!

Really?!

Well done, Tia!

But my curry is made from 20 ingredients! The fish is cooked perfectly!

7 It's OK, Sam. We didn't win, but look what we've got for dinner!

You're right, Amy. All our dishes look delicious. I'm sorry, Tia.

That's OK. Let's eat!

3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is funny / exciting / surprising / different.
- 3 My favourite character is _____.

4 Read again and circle the correct answer.

- 1 What do the children have to make in the competition?
 a a delicious lunch b a spicy dinner c a delicious dinner
- 2 Who thinks he / she is the best cook?
 a Tia b Sam c Amy
- 3 What is Tia's sushi made from?
 a prawns b raw fish c 20 ingredients
- 4 Who wins the competition?
 a Tia b Sam c Amy

5 Write T (true) or F (false).

- 1 The children must make a delicious dinner in two hours. _____
- 2 Tia thinks she's a very good cook. _____
- 3 Amy hasn't got a recipe for her spring rolls. _____
- 4 Sam thinks Amy's spring rolls and Tia's sushi are easy to make. _____
- 5 Sam is happy when Tia wins the competition. _____

6 Read and answer.

- 1 At the start of the story, why does Tia think she should go home?

- 2 Why does Sam think making sushi isn't cooking?

- 3 Does Sam think he should win the competition? How do you know?

Think, feel, grow

- 1 What does Amy say when Tia wins the competition? What does Sam say? How do you think they feel?
- 2 How does Amy help Sam to feel better when they lose the competition?
- 3 How do you feel if you lose a competition? What do you do?



Team Up! 4

Talk about being a good winner and a good loser. 

7 Home-school Read the story at home.



Listening and Speaking

- 1 Listen, point and repeat. 🎧 124
- 2 Listen and say the number. 🎧 125



1 ingredients



2 oven



3 wheat



4 coffee



Paul



FRANCE

- 3 Listen to Paul and complete. 🎧 126

- 1 You can buy _____ and cakes at the bakery in Paul's village.
- 2 A *baguette* is a _____ stick of bread.
- 3 The baker uses flour made from _____.
- 4 The _____ in bread are flour, salt, water and yeast.
- 5 The bread is baked in an _____ for 20 minutes.
- 6 For breakfast, Paul's mum and dad drink _____ from a bowl.



- 4 Watch the video. ▶ What do people eat with *baguettes* at dinnertime in France?

- 5 Listen and read. 🎧 127 Then talk with a partner.



How often do you eat bread?

I eat bread every day for breakfast. How about you?

I eat bread about three times a week. I sometimes have a sandwich for lunch.



Reading

- 6 Look at the photos. What food can you see?
- 7 Listen and read.  128 What are Saira's two favourite types of bread?

Saira



INDIA



The most important food in my country

I'm Saira. I'm from a city in India called Jaipur. What do I think is the most important food in my country? It isn't curry. It's bread!

Bread is eaten with every meal in India: breakfast, lunch and dinner. There are many different types of bread in my country, but *naans* and *chapatis* are my favourite. They are eaten all over the world, too, not just in India.



naan

Naans and *chapatis* are similar because they are both flat. They are also made from many of the same ingredients: flour, salt and water, but *naans* and *chapatis* are cooked in different ways. *Naans* are baked in a special oven. The oven is made of clay and it's about 450°C inside! That's very, very hot! The *naans* are put on the inside of the oven and they are baked quickly.

Chapatis aren't baked in an oven. They are cooked in a pan. My dad knows how to cook *chapatis*. He cooks them every day. First, he puts the ingredients in a bowl and he mixes them. Then he stretches the *chapatis* and he makes them into circles. Finally, he cooks the *chapatis* in a hot pan.

I eat *naans* with chickpeas, and I eat *chapatis* with a spicy curry called *dhal*. It's my favourite type of curry because it hasn't got any meat. I'm a vegetarian and that means I never eat meat or fish. My dad and sister are vegetarians, too.



chapati

dhal

8 Read again and match.

- | | |
|--|------------------|
| 1 This type of bread is baked in an oven. | a vegetarian |
| 2 This type of bread is cooked in a pan. | b <i>naan</i> |
| 3 This is a person who doesn't eat meat or fish. | c <i>dhal</i> |
| 4 This is a type of curry. | d <i>chapati</i> |

9 Answer the questions for you.

- Have you ever eaten a French *baguette* or an Indian *naan* or *chapati*? If yes, what was it like? If no, would you like to try these breads?
- Is there a special type of bread in your country? How is it made?



Team Up!

5

Complete the bread factfiles.





- 1 Look at the photo. What is served with the spaghetti?
- 2 Read and listen. 129 Which ingredient is boiled in water?

Spaghetti with tomatoes and pepper



Ingredients

5 big tomatoes • 1 pepper • 1 onion • 1 red chilli • 1 garlic clove
2 tablespoons olive oil • 300 grams spaghetti • salt

Method

- 1 Chop the tomatoes, pepper, onion, chilli and garlic.
- 2 Pour the oil in a pan and cook the onions, chilli and garlic for 2 minutes. Then add the tomatoes and pepper. Cook for another 15 minutes.
- 3 At the same time, put the spaghetti in a big pan of water. Boil for 10 minutes.
- 4 Drain the spaghetti and add it to the pan with the tomatoes, pepper, onion, chilli and garlic. Mix all the ingredients and add salt.
- 5 Serve the dish quickly, while it's hot.

Tip Serve the spaghetti with garlic bread.

- 3 Read again. Then answer the questions with a partner.

- 1 How much olive oil do you need?
- 2 When do you boil the spaghetti?

- 4 Read. Then write the labels in 2.

How to write a recipe

Title: This is the short name for the dish.

Photo: This shows the finished dish.

Ingredients: This list tells people how many or how much of each ingredient they will need.

Method: This explains how to make the dish. Number the steps in order. Use imperatives:

Chop / Pour / Cook / Put / Boil / Drain / Mix / Add / Serve ...

Tip: This gives ideas for other delicious things you can serve with the dish.



- 5 Write a recipe for a dish from your country. Go to your Workbook page 61

Team
Up!

6

Make a menu for a restaurant and act out a role play.



1 Listen and match. 130

- 1 In your group, choose eight dishes
- 2 Think about prices and choose a
- 3 Make your menu and present
- 4 Act out a role play in a restaurant. Ask
 - a questions about the menu.
 - b and three drinks for your menu.
 - c it to the class.
 - d name for your restaurant.

2 Watch the video. What's the name of the group's restaurant?

3 Listen and read. 131 Then present your menu and act out your role play.



What would you like to eat?

I'll have fish and chips, please.



Review

4 Choose and do three activities. Use your notebook.

1

Write five dishes with scrambled letters. Give to your partner to solve.

u b r e g r

burger

2

Tell your partner about a time you won or lost a competition. What did you do?



3

Write present simple passive sentences about food in your country. Use these verbs.

grow

make

eat



4

Complete the sentences for you.

I think ...

I hope ...

I know ...



5

What things are the same about the bread in France (*baguette*) and the bread in India (*naan* or *chapati*)? Tell your partner.

6

Ask Yes / No questions to guess your partner's secret dish.

Is it eaten in our country?

No, it isn't.

6

Let's connect



Lesson 1 Words

Let's talk about using technology.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🗣️ 132
- 3 Listen and say. 🗣️ 133

1 send an email

2 search the internet

3 click on an icon

4 print a document

5 make a video call

6 text a friend

4 Look and write.

1  click on an
icon

2  _____

3  _____

4  _____

5  _____

6  _____

5 Listen, point and repeat. 🗣️ 134

6 Read and write the words. Listen and check. 🗣️ 135



From: Mr Marshall

Subject: Instructions for your homework

Dear Class 5,

Everybody in our class has got a school laptop at home now. Please read these instructions for how to do your homework and how to send it to me.

- First, click on the school icon to _____ the homework onto your laptop. It's a small document, so it won't take a long time to do this.
- Read the questions in the document. You can search the internet to find the answers. Remember to check facts.
- Don't forget to _____ your homework every five minutes, so you don't lose your work.
- Don't _____ your homework by mistake!
- After you finish, _____ your homework and I will read it.

From,
Mr Marshall

1 upload

2 download

3 save

4 delete

7 Read again and write *T* (true) or *F* (false).

- The first thing you have to do is download the homework. _____
- You should save your homework every hour. _____
- Always delete your homework. _____
- You have to upload your homework. Then Mr Marshall will read it. _____

8 Listen and repeat. 🗣️ 136 Then make a new dialogue and practise.

How often do you use a **tablet**?

I use one **every day**.

What do you use it for?

I use it to **search the internet** and **upload my homework**.

phone
computer
printer

several times a day
twice a week
rarely
hardly ever

text my friends
send emails
print documents

Team Up! 1

Make a 'Using technology' bar chart. 📉



1 Listen and read. 137 What happens to Omar's project?

How do I save my project, Emma?

If you click on the 'save' icon, the computer saves your work.

Oops!

Emma, what's this icon?

That's the 'delete' icon. If you delete your work, it disappears.

HELP! My project has disappeared! It's gone. It isn't there!

Don't worry! If you click on this icon, the document comes back.

2 Listen and read. 138

Zero conditional affirmative statements

We use the zero conditional to talk about things which are usually true in the present or to give instructions. Use the present simple in the *if* clause and in the result clause.

If you **click on** the 'save' icon, the computer **saves** your work.

If you **delete** your work, it **disappears**.

If you **print** a document, **check** the paper.



3 Match. Then listen and check. 139

- | | |
|---|--------------------------------|
| 1 If you save lots of photos on your phone, | a she usually replies quickly. |
| 2 If you click on the book icon, | b the paper icon becomes red. |
| 3 If I send an email to my aunt, | c your phone becomes slow. |
| 4 If the printer needs more paper, | d the story downloads. |

4 Play *If you ...* Use the ideas in the boxes and your own ideas.

feel hungry press the 'on' button work too much mix red and blue paint

get purple paint the tablet turns on make a sandwich feel tired



If you feel hungry, ...

... you make a sandwich.



5 Listen and read. 🎧 140 Who should you ask before you make a video call?

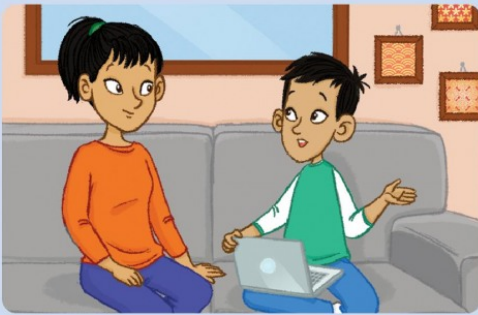


Stay safe! by Class 5

- ▶ If you don't like something on the internet, tell an adult.
- ▶ If somebody asks you for your password, don't tell them.
- ▶ If somebody texts you from a number you don't know, don't reply.
- ▶ Don't reply if somebody from school sends you a horrible message.
- ▶ If you want to make a video call, ask your parents first.



6 Listen and read. 🎧 141



Zero conditional negative statements

In zero conditional sentences, we can make the verb negative in the *if* clause, in the result clause or in both clauses.

If you **don't like** something on the internet, tell an adult.

If you delete a document, it **isn't** on your computer anymore.

If she **doesn't know** the number, she **doesn't reply** to the message.

Look! You can change the order of the sentence, but don't use a comma (,):

If I'm not happy, I talk to my mum.

I talk to my mum **if** I'm not happy.



7 Circle the correct words.

- 1 If I **don't** / **doesn't** know the answer, my teacher helps me.
- 2 He **doesn't** arrive late **if**, / **if** he rides his bike to school.
- 3 The plants don't grow **if** it **rains** / **doesn't** rain.
- 4 If you **save** / **don't** save your work on the computer, you lose it.

8 Rewrite the sentences. Make the verb negative in the *if* clause or the result clause.

- 1 If I sleep, I'm tired. If I don't sleep, I'm tired.
- 2 If he eats dinner, he feels hungry. _____
- 3 My mum worries about me if I call her. _____
- 4 Turn off the radio if you like the song. _____



Team Up!

2

Play Four in a row.





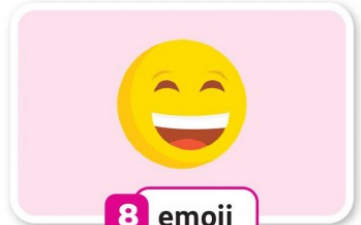
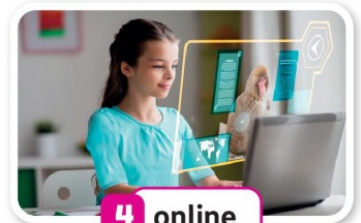
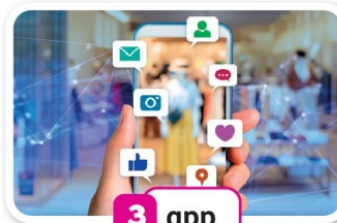
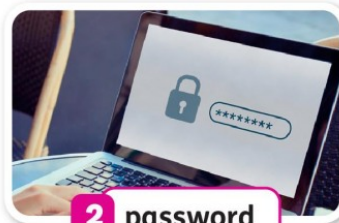
- 1 Listen and read. 🎧 142 How are phones different today?

How has technology changed?

My name is Mrs Jones and I'm an IT teacher at a school. When I started my job in 1995, the school didn't have tablets or laptops. There were two big computers, but they were used for only one hour a week by the students. The internet was invented in 1983, but it wasn't used in our school until 2005. I had a phone at home, but you couldn't put it in your bag and use it outside your house. You couldn't take a selfie, use social media or download any apps with that phone, either!



- 2 Listen, point and repeat. 🎧 143



- 3 Complete.

- I want to go _____ and look at my school's _____, but I can't remember the _____ for my tablet!
- My mum has downloaded a music _____ onto her phone and now she's listening to opera. She's wearing _____ so I can't hear the music.
- My uncle has just taken a funny _____ with his camera. Now he's uploading it to _____ so his friends can see him!
- My dad has just sent me a text with this _____. 🍕. So now I know what's for dinner tonight!

- 4 Ask and answer.



What can you do on a phone?

You can look at a website,
you can download an app ...



5 Listen and read. 🎧 144

Look! Use **by** to say who did the action:
The computers were used **by** the students.

Past simple passive statements

We use the past simple passive when we don't know who did an action in the past or it isn't important. Use **was / wasn't** or **were / weren't** + past participle.

The internet **was invented** in 1983.

It **wasn't used** in our school until 2005.

The documents **were deleted** yesterday.



6 Match.

What happened last month at North Park School?

- | | |
|-----------------------------|---------------------------------|
| 1 A tree was | a cooked in the canteen. |
| 2 Five hundred burgers were | b taken by the head teacher. |
| 3 The school website wasn't | c planted in the school garden. |
| 4 The selfies weren't | d looked at by many people. |



7 Write past simple passive sentences.

- (she / born / in 1980)
- (the apps / design / by two students)
- (my headphones / not make / in the UK)
- (the password / not change / yesterday)

8 Listen and read. Then sing. 🎧 145-146

🎵 My Technology Family 🎵

Dad clicked on an icon yesterday.
Then Mum tapped on an app.
We took some selfies with Dad's phone:
Snap, snap, snap!

The **email** was sent.
The website was made.
The selfie was taken.
The **homework** was saved.

text

password

Team
Up!

3

Play the Yesterday at our school ... game.





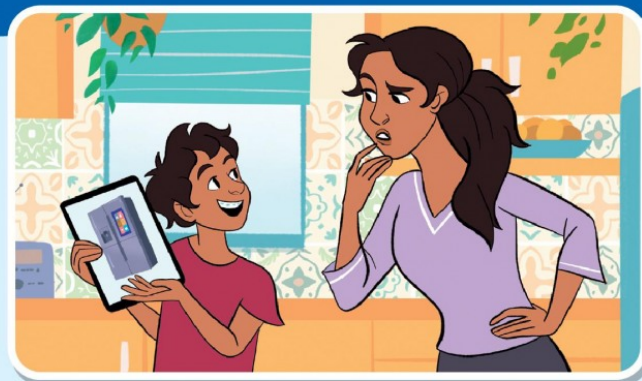
- 1 Look at the pictures. Where are Emir and his mum?
- 2 Listen and read. 147 Where do Mum and Emir meet their friends?

The clever fridge

- 1 Emir turned on his tablet and showed his mum a photo.
“Look, Mum! It’s a smart fridge!” he said. “It was made by scientists. Can we get one?”
Mum looked confused.
“What’s a smart fridge?” she asked.



- 3 “Yes, that’s true,” sighed Emir. “Well, ... if we haven’t got enough food, the fridge buys food online for us!”
Mum looked confused again.
“But if we haven’t got enough food, we go to the supermarket. And if we go to the supermarket, we usually meet friends at the café in town. We like meeting our friends.”
Emir tried one more time: “Yes, but ... a smart fridge can play music!”



- 2 “It’s a very clever fridge with a computer on the door,” said Emir. “Look! If you tap on this icon, the fridge shows you a baking website.”
Mum thought for a minute.
“But I’ve already got this recipe book,” she said, “and we like baking these cakes!”
“OK. Well, ... the computer can show you the food we need!” said Emir.
“But I can look inside the fridge. Why do I need a computer to show me?” asked Mum.



- 4 “But we can use the radio,” said Mum. “If we turn on the radio, we listen and dance to music together. We love doing that!”
Mum and Emir looked at each other and laughed.
“We don’t need a smart fridge, do we?” said Emir.
Mum smiled. “What would you like for lunch? Let’s look in the fridge!”

3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is interesting / important / nice / happy.
- 3 My favourite character is _____.

4 Read again and write T (true) or F (false).

- 1 Emir wants a new tablet. _____
- 2 A smart fridge has got a computer on the door. _____
- 3 The fridge can show you a recipe book. _____
- 4 The fridge can buy food on the internet. _____
- 5 Emir's mum likes listening to the radio with Emir. _____
- 6 At the end of the story, Emir still wants a smart fridge. _____



5 Find the words in the story. Then look and write the letter.

- 1 confused ☐
- 2 clever ☐
- 3 tap on ☐
- 4 radio ☐



6 Match.

- 1 The smart fridge shows you a website
- 2 If you look inside the fridge,
- 3 Emir and his mum go to the supermarket
- 4 They meet their friends
- 5 If they turn on the radio,
- 6 If it's lunchtime,

- a you see the food you need.
- b they dance to music together.
- c if they haven't got enough food at home.
- d if you tap on the icon.
- e they look inside the fridge.
- f if they go to the café.

Think, feel, grow

- 1 Do you think Emir and his mum need a smart fridge? Why or why not?
- 2 What do Emir and his mum like doing? Do you think these things are important to them? Why?
- 3 What is important to you?



7 Home-school Read the story at home.



Team Up!

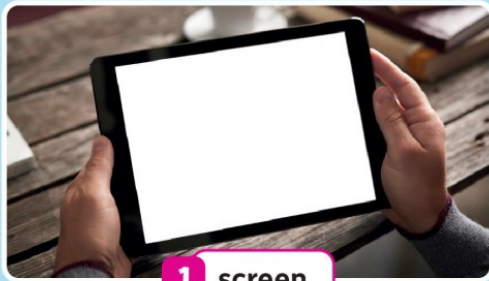
4

Talk about things which are important to you. 



Listening and Speaking

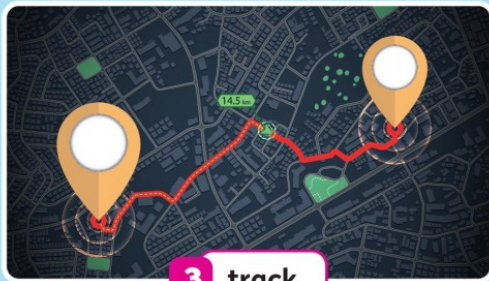
- 1 Listen, point and repeat. 🎧 148
- 2 Listen and say the number. 🎧 149



1 screen



2 smartwatch



3 track



4 swipe



Josh



USA

- 3 Listen to Josh and write T (true) or F (false). 🎧 150

- 1 Josh goes surfing most days. _____
- 2 He wears his smartwatch in the sea, so it can track where he is. _____
- 3 He also wears his smartwatch at the Venetian Pool. _____
- 4 If he swipes up or down, the smartwatch shows Josh information about the weather. _____
- 5 The parkrun is on Sunday mornings. _____
- 6 Josh's smartwatch is useful because it can do lots of things. _____



- 4 Watch the video. 🎥 Which four popular hobbies in the USA do you see?

- 5 Listen and read. 🎧 151 Then talk with a partner.



Do you use any technology items for your hobby?

No, I don't. I like reading, so I just need a book! How about you?

I use my dad's camera because my hobby is taking photos.

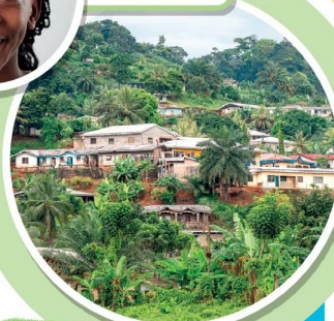


Reading

- 6 Look at the picture. What type of technology can you see?
- 7 Listen and read.  152 Who was the app designed for?



Keisha



CAMEROON

An app adventure in the rainforest!

by Keisha

I live in Cameroon, in Africa, and my hobby is nature. I love plants and animals!

I like living in Cameroon because there are big rainforests here with amazing plants and lots of interesting animals, like monkeys, gorillas and elephants. Also, the rainforests in Cameroon are important because about 320 types of mammals and 900 types of birds live there!

For my birthday last month, my mum and dad bought me an app. It's an adventure game about nature! It was designed for families, so we downloaded the app onto my dad's tablet.

You have to play the game outdoors, so I go to the rainforest with my dad to play. If you tap on the app, the game starts. You have to find things in nature, like a bird with blue feathers or two types of plants. If you find these things, you collect points. If you collect lots of points, you see an animal badge on the screen. Then you have to quickly swipe down to save it in your app!

The app was invented last year and there have already been thousands of players. Everybody at my school plays the game with their families. At lunchtime, we look at the animal badges we've collected and we talk about the things we saw. We've learned a lot about nature and we've had fun, too!



8 Read again and complete.

- 1 The app is an adventure game about _____.
- 2 Keisha plays the adventure game in the _____ with her dad.
- 3 If you find the things in the rainforest, you collect _____.
- 4 If you see a badge of an animal on your screen, you have to quickly _____ down.

9 Answer the questions for you.

- 1 How does technology help Josh and Keisha with their hobbies?
- 2 How can technology help you with your hobbies?



Team
Up!

5

Match the technology items to the hobbies.





- 1 Look at the photo. What technology item is the girl using?
- 2 Read and listen. 153 Where does Sara think children should play?

B I U

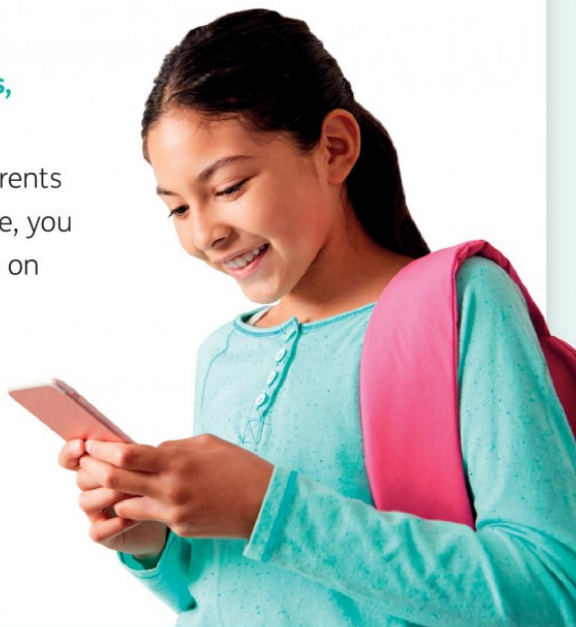
Children and phones, by Sara

If you look around, you often see many adults using phones, but do children need phones, too?

On the one hand, phones are very useful. You can call your parents and they can call you. If you search the internet on your phone, you often find the information you need. You can text your friends on your phone, too.

On the other hand, if you've got a phone, you spend a lot of time using it. You sometimes don't play outside or play with your friends. If children stay inside and use their phones a lot, they don't do a lot of exercise. That isn't good for their health.

In conclusion, I don't think that children should have phones. I think that it's better to play outside with your friends.



- 3 Read again. Then answer the questions with a partner.

- 1 How are phones useful?
- 2 What don't children do if they use their phone a lot?

- 4 Read. Then find and underline the phrases in 2.

How to use phrases for giving opinions in an opinion essay

In an opinion essay, we give two different opinions. We can use:

On the one hand, ...

On the other hand, ...

When we want to give our personal opinion, we can use:

I think that ...

I don't think that ...

When we want to write our conclusion, we use:

In conclusion, ...



- 5 Write an opinion essay about using technology. Go to your Workbook page 73



Present four technology items. 

1 Listen and correct the sentences. Change one word.  154 **class technology practise notes**

- 1 Brainstorm food items with your group. How useful are they for you? _____
- 2 Choose one technology item each. Then talk about and write questions for each item. _____
- 3 Write and print your presentation. _____
- 4 Present your technology items to the teacher. _____

2 Watch the video.  When was the phone invented?

3 Listen and read.  155 Then present your technology items to the class.



Why is a watch useful for you?

If I want to know what time it is, I look at my watch.



Review

4 Choose and do three activities. Use your notebook.

1

With your partner, write as many verbs for using technology as you can in one minute.

text, send, ...

 1 min

2

Write a verb from Lesson 1. Your partner writes a first conditional sentence with that verb.

delete

If you delete ...

3

Take turns saying eight things you can do on a phone or computer.

You can go online.

You can ...

4

Write four past simple passive sentences.

The emails were sent yesterday.



5

What did you learn about how technology is used for hobbies in the USA and in Cameroon? Discuss with your partner.

6

Which is more useful: a smart fridge or a smartwatch? Discuss with your partner.





1 Listen and read. 156 What subject is Yasmin learning at university?

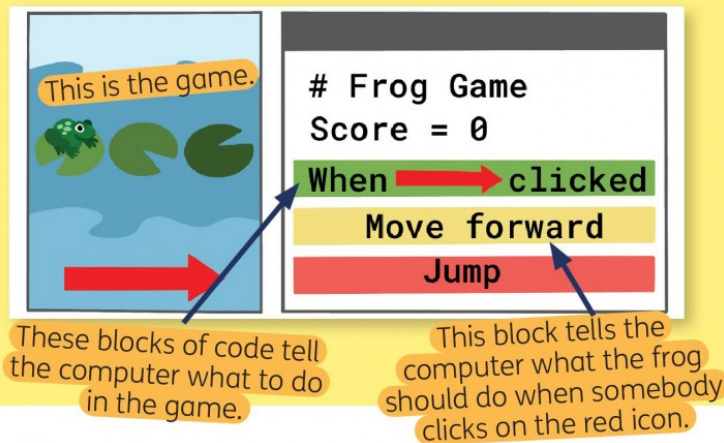
CODE: the language of the future

When I was younger, I wanted my computer to tell me the answer to $8 + 17$. So I **typed** on my keyboard: 'What is $8 + 17$?' But the computer didn't tell me the answer. That's because the computer didn't speak my language.

If you text a friend with your phone, you use the computer inside the phone. If you turn on the dishwasher, you use the computer inside it. If a screen in a car tells you that the car needs petrol, the screen gets that information from a computer. Computers need **instructions** to do these things. To give computers instructions, we have to use 'code'.

Code is written in special **programming** languages that computers can understand. That's why my computer didn't understand my maths question in English. There are lots of different types of programming languages, like *Java*, *Python*, *Ruby* and *C++*.

This type of programming language uses **blocks** of code:



This is a different type of programming language. This language doesn't use blocks. It uses symbols, numbers and words.

This is the code:

File Edit Print

```
>>1<<Print(*Welcome%to%the%game*)=stars
```

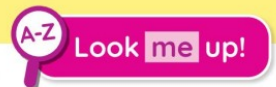
This is what is shown on the computer screen:



Using code isn't only about writing instructions for computers. You can use code for many other things, like making games, pictures or even your own apps!

I'm learning computer science at university this year. I've already learned how to use code, and at the moment I'm working on a group project to make a computer game. We've already made some characters and written the instructions for the game. It's so much fun!

I hope that learning code will help me to speak the language of the future!



2 Read again and cross out the wrong word. Write the correct word.

- 1 Dishwashers can understand code.
- 2 *Java* and *Python* are different types of programming documents.
- 3 You can use code for making games, pictures and even selfies.
- 4 Yasmin knows that code will help her to speak the language of the future.

3 What would you like to make with code? Why?

4 Listen and read. 157 Which animals do Maria and Nathan meet in the story?



Maria's avatar jumped over the water and ran quickly past her brother's avatar. She was going to collect the gold coin first!

"No!" her brother shouted from his bedroom. He wanted that gold coin! Maria's avatar picked it up and ran, but Maria was tired. She and Nathan started playing *GiantLand* two hours ago and it was late now. She closed her eyes for a second ...

"Maria!" shouted Nathan suddenly.

Maria looked up. Nathan was standing next to her, but they weren't in their house anymore. They were in a very strange **jungle**! The plants looked like giant grass. At that moment, an **enormous** bee flew next to them. It was as big as a plane!

"This is our game world!" said Nathan. "What has happened?"

"I don't know. It could be dangerous. Let's go!" said Maria.

They ran through the giant grass. Maria was looking behind her when suddenly she fell into the water.

"Quick, Maria! You have to swim!" shouted Nathan.



Maria looked down and saw an enormous fish in the water. She swam as fast as she could. Nathan pulled her out one second before the fish's big mouth came out of the water.

Suddenly, they heard a loud noise behind them. A giant sheep was eating the grass and it was very **close**. All around them were hungry sheep and they were moving closer.

"They're going to walk over us ... or eat us!" said Nathan quietly.

"I've got an idea!" said Maria. "If we can find the gate and open it, the sheep can leave the jungle."

They ran to the gate, but the sheep were still moving closer.

"I can't open it!" shouted Nathan.

"**Push!**" shouted Maria.

They pushed the gate as hard as they could. A huge sheep was opening its mouth when ...

Maria opened her eyes. Nathan was shaking her shoulder. She looked out of the window and the moon was bright in the sky.

Nathan smiled and said, "I think it's time to stop playing this game and go to bed!"



A-Z Look me up!

5 Read again and write T (true) or F (false).

1 Maria was playing *GiantLand* with her brother. _____

2 Maria swam slowly in the water. _____

3 There were big sheep in the jungle. _____

4 Maria was sleeping. _____

6 Do you like playing computer games? Why or why not?

7

In the countryside



Lesson 1 Words

Let's talk about items we use for camping.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 158
- 3 Listen and say. 159



1 tent

2 sunglasses

3 sleeping bag

4 torch

5 whistle

6 charger

4 Write.

- 1 You use it when your phone hasn't got any power. _____
- 2 You use it when you want to make a loud noise. _____
- 3 You use it to see things in the dark. _____
- 4 You use them to protect your eyes from the sun. _____

5 Listen, point and repeat. 🗣️ 160

6 Read and write the words. Listen and check. 🗣️ 161



Pockets Pete

Do you know why everybody calls me Pockets Pete? It's because I keep lots of different things in my trousers! I have to wear a _____ because there are so many things in my trousers!

If you need a charger, I've got one in my _____. If your hands are cold, I've got warm _____ in my pocket. Do you need a whistle? I've got one in my pocket, too!

Yesterday, it was rainy. My friend said, "Hey, Pockets Pete! Have you got an _____ in your pocket?" He was laughing. He couldn't believe it when I gave him an umbrella from my pocket!



1 umbrella



2 gloves



3 pocket



4 belt

7 Write the camping items from the most important for a camping trip (1) to the least important (10).

1 _____ 3 _____ 5 _____ 7 _____ 9 _____
2 _____ 4 _____ 6 _____ 8 _____ 10 _____

8 Listen and repeat. 🗣️ 162 Then make a new dialogue and practise.



I think **a tent** is the most important item for a camping trip.

I **agree**. Then I think it's **a sleeping bag**.

I'm **not sure**. I think **a whistle** is more important than **a sleeping bag**.



I agree.
I disagree.
I'm not sure.



Team Up! 1

Do the *What's different at the campsite?* activity. 📄



1 Listen and read. 163 What does Nina put in her bag?

Panel 1: A boy asks, "Have you packed your bag for our camping trip yet, Nina?" Nina replies, "I'm packing it now. If it's cold, I'll need gloves."

Panel 2: The boy says, "I'll wear a coat if it isn't sunny." Nina replies, "That's a very big bag!"

Panel 3: The boy says, "Be careful! If your bag is too big, ... you'll fall over!" Nina replies, "Oh!"

2 Listen and read. 164



First conditional statements

We use the first conditional to talk about things which are possible in the future. Use the present simple in the *if* clause and *will / won't* + verb in the result clause.

If it's cold, I'll **need** gloves.

I'll **wear** a coat **if it isn't** sunny.

If it rains, we **won't use** sunglasses.

Look! Remember that you can change the order of a conditional sentence:

If it's cold, I'll wear a coat.

I'll wear a coat **if** it's cold.



3 Match. Then listen and check. 165

- | | |
|------------------------------|--|
| 1 If we catch a fish, | a if I'm in danger. |
| 2 If he sleeps in a tent, | b we'll cook it and eat it for dinner. |
| 3 I'll use my whistle | c if it rains in the morning. |
| 4 They will take an umbrella | d he won't see the stars at night. |

4 Circle the correct words.

- | | |
|---|--|
| 1 If we go camping, we need / will need a tent. | 3 If his boots are too small, his feet hurt / will hurt . |
| 2 She'll need a charger if she uses / will use her phone a lot. | 4 They won't see things in the dark if they haven't got / won't have a torch. |

5 What will happen next?
Say sentences.



If it's sunny at the weekend, I'll go camping.

If I go camping, I'll walk in the forest.



6 Listen and read. 166 What animals does Jenny talk about?

FAQs: Ask Jenny, the park ranger!

Q: Will I see any birds if I visit the national park?

A: Yes, you will! If you look carefully, you will see lots of different birds. You might see an eagle!

Q: If I see a snake, will it bite me?

A: No, it won't. A snake won't bite you if you don't touch it. It will be frightened of you and it will usually move away.



7 Listen and read. 167

First conditional Yes / No questions

If I see a snake, **will** it **bite** me? No, it **won't**.

Will I see any birds **if I visit** the national park? Yes, you **will**.



Look! You can change the order of conditional questions, too.

8 Complete the questions with *if* or *will*.

- 1 If we go camping in the national park, will there be hot showers?
- 2 _____ I be cold at night _____ I haven't got a sleeping bag?
- 3 _____ my charger work _____ I travel to another country?
- 4 _____ they camp in the forest at night, _____ they hear animals?

9 Look and read the answers. Then write the questions.



Will I need to use a whistle if I'm in danger?

Yes, you will. You'll need to use a whistle if you're in danger.



Yes, you will. You'll need to wear gloves if it's cold.



Yes, you will. If you've got a torch, you'll see animals in the dark.



No, you won't. If it rains, you won't need to wear sunglasses.



Team Up!

2

Match cards to make sentences.





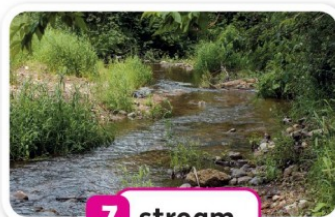
- 1 Listen and read. 168 What is dangerous for the animals at the national park?

Stay safe in our national park!

- You can hike and camp in the national park, but you mustn't drop litter and you mustn't make a fire. These things are dangerous for the birds and other wildlife.
- You must take water and a map.
- You have to follow the paths. If you don't do this, you'll get lost.
- You should check the weather forecast before you come to the park. You should wear the right clothes for the weather.



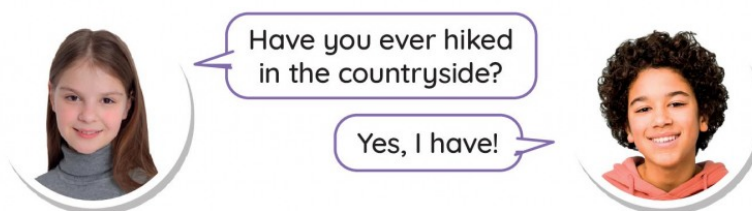
- 2 Listen, point and repeat. 169



- 3 Complete.

- 1 I'm going to _____ in the national park this weekend and I'm going to _____ the paths.
- 2 Look! There are small fish in this _____.
- 3 I'm going to walk on the path because I don't want to _____ the grass and flowers.
- 4 There are different types of _____ in this forest. I've seen rabbits, birds and a snake!
- 5 This _____ is 200 metres high. It's smaller than a mountain, so it will be easy to climb.
- 6 If we _____ and don't know the way to go, we'll look at our _____ to find where we are.

- 4 Ask and answer.



5 Listen and read. 🎧 170

Modal verbs of obligation

We use *must*, *have to* and *mustn't* for rules.

You **must** / **have to** take water.
You **mustn't** drop litter.

We use *don't have to* for something that isn't necessary.

You **don't have to** bring your camera.

We use *should* and *shouldn't* for advice.

You **should** check the weather forecast.
You **shouldn't** forget your torch.

Look! *mustn't* = not allowed
don't have to = you don't need to do something, but you can do it if you want to



6 Circle the correct words.

- 1 He should / shouldn't follow the path because it's easy to get lost in the national park.
- 2 I have to / don't have to call my mum, so she knows where I am.
- 3 You must / mustn't drink the water in the stream if it's dirty.
- 4 We mustn't / don't have to touch the wildlife. The animals can be dangerous.

7 David is going hiking at the weekend. Look and complete the sentences for him.



- 1 It will be very cold and sunny on Saturday.
You mustn't forget to take a coat.
You should _____.
You don't have to _____.
- 2 It will be very hot and sunny on Sunday.
You must _____.
You have to _____.
You shouldn't _____.

8 Listen and read. Then sing. 🎧 171-172

🎵 🎵 **Welcome To Our Park!** 🎵 🎵

Good morning! I'm the ranger.
We hope you enjoy your hiking trips!
When you explore the national park,
Remember all these easy tips!

You **shouldn't forget your whistle**.
Follow the path while you run.
You **should listen to the wildlife**.
Hike up a hill and have some fun!

mustn't damage the flowers

must take water and some suncream



Team Up!

3

Make a sign for a place in the countryside. 📄



- 1 Look at the pictures. What animal can you see in the story?
- 2 Listen and read. 173 Who finds Ben and his dad?

The rescue



- 1 Ben looked at the mountain and smiled. He often climbed this mountain with his dad. It was their favourite place in the countryside.
“Let’s go, Dad,” Ben said. “The weather is good today. If we walk quickly, we’ll be home by dinnertime.” They followed the steep path up the mountain and they walked through the trees.



- 2 When they were near the top of the mountain, the weather changed. Dark clouds moved across the sky and it became foggy. They started to walk more quickly. They knew that the mountain was dangerous in bad weather. Suddenly, Dad fell and he hurt his knee. He couldn’t walk. “We must call for help,” said Dad.
Ben looked at his map with his torch. He called 999 on his phone and he told the rescue team their location. “Don’t worry, Dad. The rescue team will find us,” said Ben.



- 3 Twenty minutes later, the mountain rescue team started to look for Ben and his dad. There were four people and a dog called Blue on the team. They started to climb the mountain, but Blue didn’t follow the path. He was running from side to side and he was sniffing the ground to find Ben and his dad.



- 4 At the top of the mountain, Ben and his dad were starting to feel cold. Then they heard a strange noise. Suddenly, a dog ran out of the fog! Blue’s tail was wagging from side to side.
“Dad, it’s a dog!” shouted Ben. Soon after, Ben and his dad saw a torch light and the rescue team arrived. “The dog found us!” said Ben happily. “What a clever dog!”

3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is exciting / frightening / surprising / important.
- 3 My favourite character is _____.



4 Read again and circle the correct words.

- 1 Ben and his dad climbed their favourite hill / mountain.
- 2 The weather changed when they were near the top / bottom of the mountain.
- 3 Twenty minutes after Ben called 999, the rescue team climbed up / down the mountain.
- 4 The dog Blue followed / didn't follow the path.
- 5 Ben and his dad saw a dog / torch light first.

5 Find the words in the story. Then look and write. location from side to side sniff wag

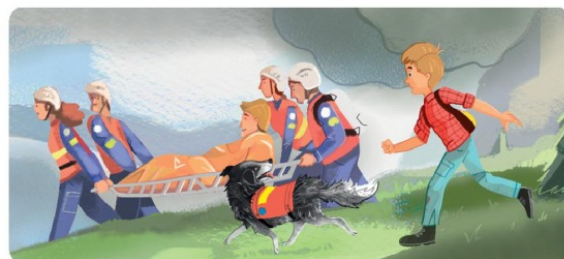


6 Read and answer.

- 1 Why did Ben and his dad walk faster when it became foggy?

- 2 What three items did Ben use after his dad fell?

- 3 How did Blue find Ben and his dad?



Think, feel, grow

- 1 When Dad fell over, what two things did Ben do? Why did he do these things?
- 2 Ben said, "Don't worry, Dad." Why do you think he said this? How do you think Ben felt?
- 3 Do you think Ben did the right things to help his dad? Is there anything else you would do?

7 Home-school Read the story at home.



Team
Up!

4

Talk about challenges.



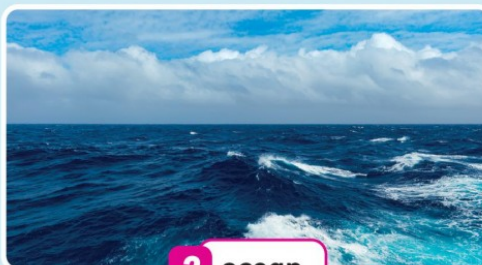


Listening and Speaking

- 1 Listen, point and repeat. 🎧 174
- 2 Listen and say the number. 🎧 175



1 volcano



2 ocean



3 bay



4 view



Jack



NEW ZEALAND

- 3 Listen to Jack and complete. 🎧 176

A class trip across the Tongariro Alpine Crossing

Name of country	¹ <u>New Zealand</u>
Length of path	about ² _____ kilometres long
Things you can see	a big ³ _____ and a ⁴ _____ near a lake
Things you must take	lots of ⁵ _____ and a warm ⁶ _____



Whanganui Bay

- 4 Watch the video. ▶ What is 'tramping'?
- 5 Listen and read. 🎧 177 Then talk with a partner.

Would you like to hike across a volcano?

Yes, I would. I love being outdoors. How about you?

I'd prefer to walk around a city. Cities have often got tall buildings with great views.



Reading

- 6 Look at the photos. What do you already know about this place?
- 7 Listen and read.  178 Where can you see a great view of Mount Fuji?



Keiko



JAPAN

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Mount Fuji 18th May

Hello, everybody! My name is Keiko and I live in Japan. Today, I want to tell you about a very famous volcano in my country called Mount Fuji.

For Japanese people, Mount Fuji is a very special place because it's an important symbol of Japan and Japanese culture. You can see Mount Fuji in many famous Japanese paintings.

Mount Fuji is 3,776 metres high. On a sunny day, you can see Mount Fuji from 100 kilometres away in the capital city of Japan, Tokyo. Or if you travel on the high-speed train from Tokyo to the city of Osaka, there will be a great view of Mount Fuji from the train!

Every year between July and September, more than 200,000 people hike up Mount Fuji. Many people want to see the sunrise from the top of the volcano. If you hike up Mount Fuji at night, you will arrive at the top when the sun is rising. Sometimes the sunrise makes Mount Fuji red! This is called *Aka-Fuji* or 'Red Fuji'. Some people believe that *Aka-Fuji* brings good luck!

Did you know?

Hokusai was a famous artist from Japan. He made many famous pictures and paintings of Mount Fuji.



Did you know?

In Japan, some people believe if you dream about Mount Fuji on the first night of a new year, you will have good luck for the whole year!



8 Read again and circle the correct answer.

- | | | | |
|---|------------------|--------------------|-------------|
| 1 How many metres high is Mount Fuji? | a 100 | b 3,776 | c 200,000 |
| 2 What is the capital city of Japan called? | a Osaka | b Red Fuji | c Tokyo |
| 3 If you want to see the sunrise, when should you start hiking up Mount Fuji? | a in the morning | b in the afternoon | c at night |
| 4 Who is Hokusai? | a a writer | b a hiker | c an artist |

9 Answer the questions for you.

- Where would you like to hike in New Zealand or Japan? Why?
- Are there any volcanoes or places for hiking in your country?



Team Up! 5

Talk about four places to go hiking.





- 1 Look at the pictures. What are Mr and Mrs Williams doing?
- 2 Read and listen. 179 What was the weather like in the night?



The camping trip

On Saturday afternoon, Mr and Mrs Williams arrived at the campsite. They found a quiet place for their tent between two pretty trees.

"This place is perfect," Mr Williams said. "Look at the beautiful view, and if it rains, these trees will protect our tent."

That night, there was a storm with awful weather. It was a scary night for Mr and Mrs Williams.

In the morning, they looked outside their tent.

"Look!" Mrs Williams said suddenly. She pointed to one of the trees next to their tent. "The storm damaged the tree and it fell over in the night!"

"Maybe camping between two trees was a bad idea," Mr Williams said.

"I agree," Mrs Williams said. "Let's go home!"



- 3 Read again. Then answer the questions with a partner.
 - 1 Where did Mr and Mrs Williams put their tent? Why did they do this?
 - 2 Why was camping between two trees a bad idea?
- 4 Read. Then read the story again and write the correct adjectives.

How to use adjectives in a story

We use adjectives to describe nouns. Adjectives make our writing more interesting and dramatic. They can be positive or negative.

Positive adjectives

- 1 a _____ place
- 2 two _____ trees
- 3 the _____ view

Negative adjectives

- 4 _____ weather
- 5 a _____ night
- 6 a _____ idea



- 5 Write a story with adjectives. Go to your Workbook page 85

Team
Up!

6

Make an information leaflet about a place in the countryside. 1 Listen and complete. 180 **information leaflet section countryside**

- 1 Choose a place in the _____ for your information leaflet.
- 2 Fold your leaflet and plan the sections. What _____ will your leaflet have?
- 3 Write notes for each _____. Then make your leaflet.
- 4 Present your information _____ to the class.

2 Watch the video. What wildlife will you see in Snowdonia National Park?3 Listen and read. 181 Then present your information leaflet.

Will I see a waterfall if I hike in Snowdonia National Park?

Yes, you will!



Review

4 Choose and do three activities. Use your notebook.

1

Take turns saying all the camping items you can remember from Lesson 1.



2

You're going to go camping. Discuss with your partner two things you *must* do, two things you *don't have to* do and two things you *should* do.

3

Write first conditional sentences with these phrases.

go camping go hiking

If I go camping,
I'll see ...

4

Write the Lesson 3 hiking words in a table.

Nouns	Verbs
hill, ...	damage, ...

5

Talk with your partner.
Give your opinion.

"If you get lost, you
should use a whistle."

"Sleeping in a
tent is fun."

6

Tell your partner what you know about volcanoes and hiking in New Zealand and Japan. Discuss where you would like to visit.



8

A journey to space



Lesson 1 Words

Let's talk about space.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🎧 182
- 3 Listen and say. 🎧 183

1 moon

2 space station

3 astronaut

4 oxygen

5 Earth

6 space

4 Complete.

In the future, I want to be an ¹_____ and travel into ²_____!
 Every night I like looking at the big, round ³_____ in the sky, so that's the first place
 I'll visit. I'll take photos of our world from there – it will be amazing to see ⁴_____
 from so far away! I'll stay in space for a long time, so I'll live in a ⁵_____. Life won't
 be difficult inside this place because it's got electricity and other important things people need to
 live, like water, food and ⁶_____. I can't wait!

5 Listen, point and repeat. 🗣️ 184

6 Read and write the words. Listen and check. 🗣️ 185



1 solar system

Amazing space!

If we want to look at the stars in the night sky, we can use a _____.
 But if we want to look very far away into space, we need a space telescope.
 The Hubble Space Telescope has travelled through space for more than 30 years.
 It has shown scientists a view of the _____ because it can see all of space and everything in it.

Did you know?

- Earth is a big, round _____ which looks blue and green from space.
- There are eight planets and one sun in our _____.



7 Read again and circle the correct words.

- 1 To look at the stars in the night sky, you need a **telescope** / planet.
- 2 The Hubble Space Telescope has taken photos of the **universe** / telescope.
- 3 Earth is a **star** / planet. From space, it looks blue and green.
- 4 Our **universe** / solar system has got eight planets and one sun.

8 Listen and repeat. 🗣️ 186 Then make a new dialogue and practise.



How do you spell 'space'?

S-P-A-C-E.

What does it mean?

It means **the place outside of Earth.**



planet moon astronaut

a big, round thing which is in space
 the big, white thing which we see in the night sky
 a person who works in space



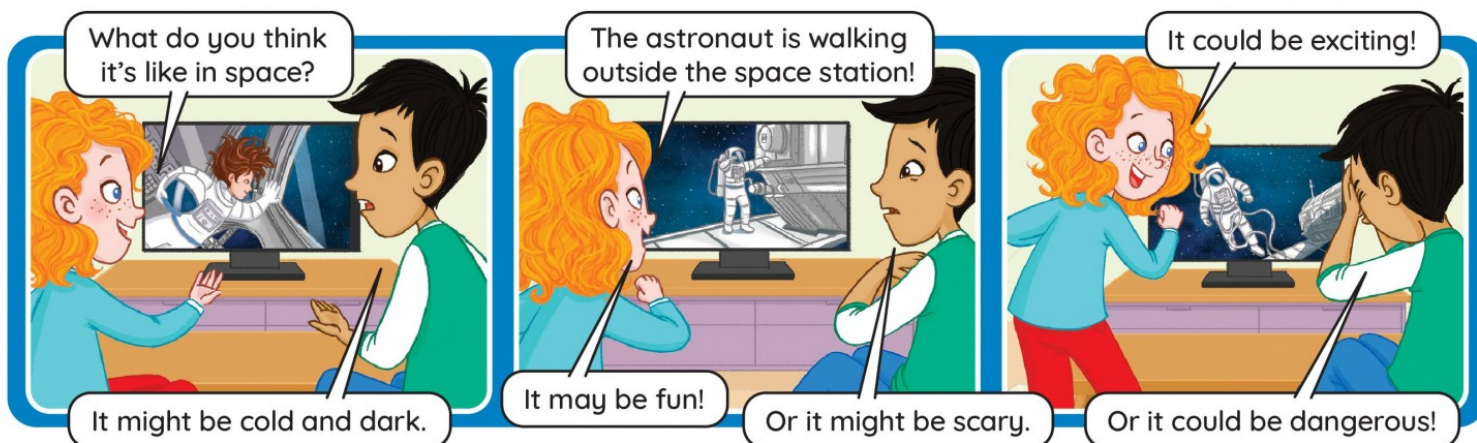
Team Up! 1

Describe the space words. 📄

Let's talk about things which are possible or certain.



1 Listen and read. 187 What are Emma and Tang watching on TV?



2 Listen and read. 188

Modal verbs of possibility: *may, might and could*

We use *may, might* and *could* to talk about something which is possible in the present or future. These verbs all mean the same thing.

It **may** be fun.

It **might** be scary.

It **could** be exciting or it **could** be dangerous.



Look! After a modal verb, use the base form of the verb:
I **might** see a planet with my telescope.

3 Listen and write *may, might* or *could*. 189

- That star may be a planet. Or it _____ be a space station.
- Astronauts _____ do gymnastics in the space station.
- There _____ be water on the moon.
- It _____ be cold or it _____ be hot in space. I don't know!



4 Match. Then circle the modal verb and underline the verb in the base form.

- | | |
|---|-------------------------------|
| 1 In the future, people <u>could</u> live _____ | a an astronaut. |
| 2 When I'm older, I might be _____ | b in the universe. |
| 3 The astronaut could arrive _____ | c on the moon. |
| 4 We may find more planets _____ | d at the space station today. |

5 Ask and answer.



What are you going to do at the weekend?

I may go shopping or I might go to the cinema.



6 Listen and read. 190 Which is the biggest planet in our solar system?

Look! This photo was taken by the Hubble Space Telescope. It must be a planet in our solar system, but which planet is it?

It can't be Saturn because it hasn't got any rings. Also, it's quite small, so it can't be Jupiter. Jupiter is the biggest planet.

It can't be Mars because it isn't red, but it is very bright.

It must be Venus! Venus is the brightest planet in our solar system!



7 Listen and read. 191

Look! Remember that we don't add -s to modal verbs or verbs in the base form for *he / she / it*: She **must like** space.

Modal verbs of certainty: *must* and *can't*

We use *must* and *can't* to talk about something which is certain in the present. Use *must* for affirmative statements and *can't* for negative statements.

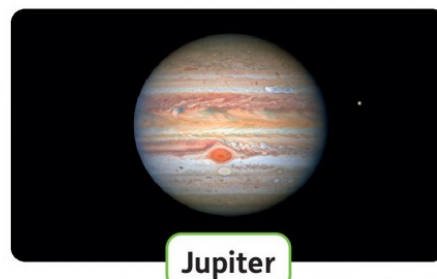
It **must** be Venus.

It **can't** be Saturn.



8 Look and write *must* or *can't*.

- 1 It must be a planet because it's a big, round thing in space!
- 2 It _____ be Mars because it isn't red.
- 3 It _____ be Saturn because there aren't any rings around it.
- 4 It _____ be Earth because there aren't any blue oceans.
- 5 It _____ be Jupiter because it's very big!



Jupiter

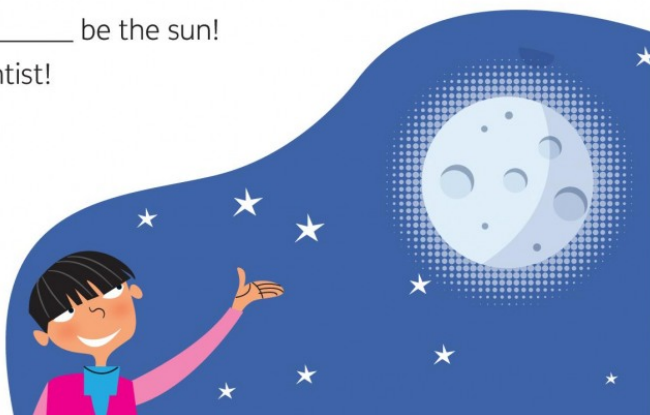
9 Complete. **must can't might**

- 1 Look at that bright thing in the sky. It's night, so it _____ be the sun!
- 2 When I'm older, I _____ be an astronaut or a scientist!
- 3 There's oxygen on this planet so it _____ be Earth.



Team Up! 2

Complete the *What could it be?* activity.



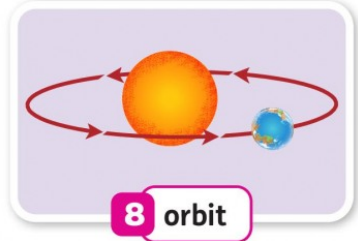
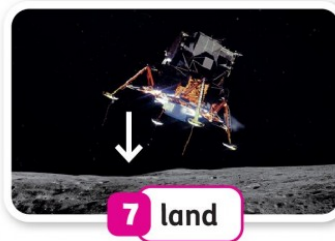


1 Listen and read. 192 What did Sunita Williams do for the first time in space?

Space travel: fun facts!

- A rocket travels at 30,000 kilometres an hour.
- A rocket needs about two million litres of fuel to launch into space.
- The *Saturn V* rocket is the biggest, heaviest and most powerful rocket that was ever made.
- *Apollo 11* was the first space flight that sent people to the moon. There were three astronauts in the crew.
- Sunita Williams was the first astronaut that ran a marathon in space.

2 Listen, point and repeat. 193



3 Listen and number. 194



4 Play the game. Use the pictures in activity 3.



There are three astronauts inside a rocket. There isn't any gravity.

Picture b!



5 Listen and read. 🎧 195

Statements with relative pronouns: that

We use relative pronouns to say more about a person (*who*), thing (*which*) or place (*where*). We can also use *that* instead of *who* or *which*.

Sunita Williams was the first astronaut **that** ran a marathon in space.

Apollo 11 was the first space flight **that** sent people to the moon.



6 Circle the correct words.

- Galileo is the first scientist **that** / **which** saw the moons of Jupiter.
- Earth is the planet **where** / **that** we live.
- She's the scientist **where** / **that** worked on the International Space Station.
- The rocket has got two engines **where** / **which** are very big.
- There's the rocket **that** / **who** was launched yesterday.



the International Space Station (ISS)

7 Write sentences. Use *that*.

- (the ISS is a space station / orbits the Earth every 90 minutes)
The ISS is a space station that orbits the Earth every 90 minutes.
- (the sun is a star / has a temperature of about 15 million degrees Celsius)

- (Sunita Williams is the astronaut / lived in space for 322 days)

- (Valentina Tereshkova is the first woman / travelled in space)

8 Listen and read. Then sing. 🎧 196–197

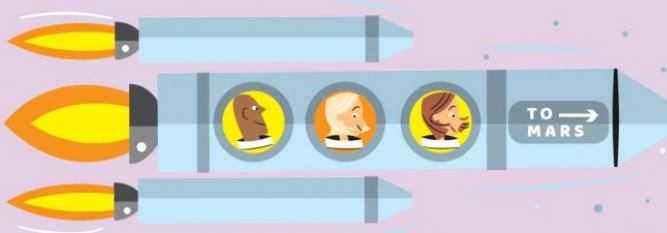
🎵 On The Way To Mars 🎵

Our universe is full of wonders:
Moons, planets and stars.
So let's explore our universe.
We'll start by going to Mars!

The **rockets** that **were made on Earth**
Are heading for the stars.
Launching high above the Earth and sky
On their way to planet Mars.

astronauts

trained so hard



Team Up!

3

Do the *What's in space?* activity.

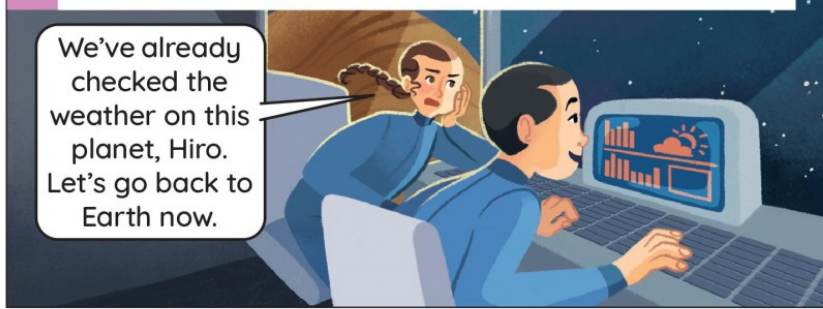




- 1 Look at the pictures. Where do the astronauts land?
- 2 Listen and read. 198 What do Lara and Hiro find on the pink planet?

The pink planet

1 Lara and Hiro's spaceship orbited the brown planet again.



2 Hiro looked at the planets in the universe.



3 It could be planet Tiri.



4 Hiro flew the spaceship to the small, pink planet.



5 The spaceship landed on the planet.



6 Suddenly, Hiro saw something blue far away.



7 Look! This is the blue thing that we saw. It's an amazing blue flower!



8 Lara and Hiro looked at the flower for a long time.



3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is unusual / interesting / beautiful / exciting.
- 3 My favourite character is _____.

4 Read again and number the sentences in order.

- a Hiro sees something far away that is blue.
- b Hiro sees a pink planet that he has never seen before.
- c Lara wants to look for more interesting things.
- d Lara and Hiro checked the weather on the brown planet.
- e Lara and Hiro find an amazing blue flower.
- f Lara and Hiro's spaceship lands on the pink planet.

☐
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☐
☐


5 Match.

- | | |
|---|--|
| 1 The pink planet can't be | a might be a lake. |
| 2 Hiro is the astronaut that | b loves collecting rocks. |
| 3 Lara is the astronaut that | c thinks she's already seen all the planets. |
| 4 Lara thinks the blue thing far away | d Lara and Hiro look at it for a long time. |
| 5 The blue flower must be amazing because | e planet <i>Merka</i> because it isn't red. |

6 Write *Hiro* or *Lara*.

- 1 _____ wants to explore the planet that is small and pink.
- 2 _____ thinks the pink planet will be the same as lots of other planets.
- 3 _____ wants to find out what the blue thing is that is far away.
- 4 _____ wants to see more of the pink planet at the end of the story.

Think, feel, grow

- 1 How do you think Hiro feels when he sees the new pink planet? How does Lara feel?
- 2 How are Hiro and Lara different?
- 3 How does Lara change in the story? What do you think she has learned?
- 4 What can you learn from the story?



7 Home-school Read the story at home.



Team
Up!

4

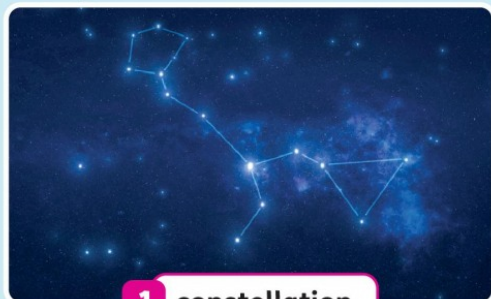
Continue Lara and Hiro's story.



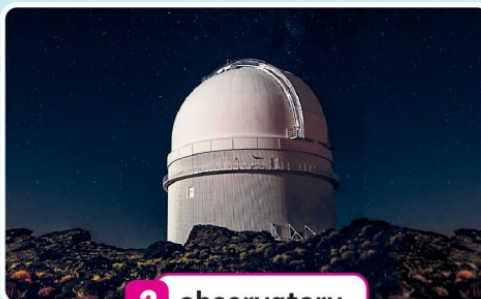


Listening and Speaking

- 1 Listen, point and repeat. 🎧 199
- 2 Listen and say the number. 🎧 200



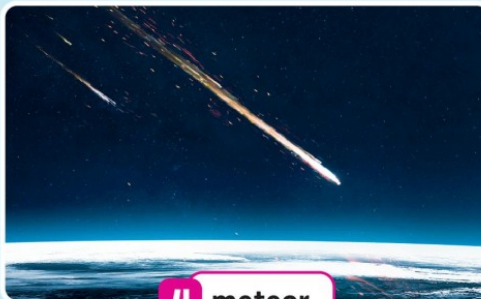
1 constellation



2 observatory



3 satellite



4 meteor



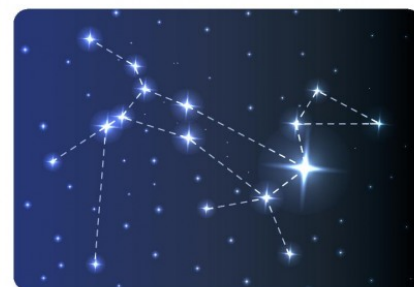
Mariekie



**SOUTH
AFRICA**

- 3 Listen to Mariekie and her friend. Read and answer. 🎧 201

- 1 Which three animals did Mariekie see at the Kruger National Park? _____
- 2 Where was the big telescope? _____
- 3 What did Mariekie take a photo of? _____
- 4 What is 'The Great Dog'? _____



- 4 Watch the video. ▶ What is a 'Dark Sky Park'?

- 5 Listen and read. 🎧 202 Then talk with a partner.



What interesting things have you seen in the sky at night?

I've seen lots of stars and some constellations. How about you?

I've seen a meteor! I saw it on a camping trip two years ago.



Reading

- 6 Look at the photos. Where is Sami?
- 7 Listen and read.  203 Which constellation did Sami see last night?



To: Grandma Subject: We're on holiday!

Dear Grandma,

I'm on holiday with Mum and Dad at the moment. We're in the Rub' al Khali desert. The desert is about two hours away from our house in Abu Dhabi. We're here because we want to look at the stars! In Abu Dhabi, there's a lot of light from the buildings and cars, so we can't see the stars very easily. This is called light pollution. In the desert, it's very dark, so the stars and planets are really bright in the night sky. It's amazing here!

We've got a tent with us, but last night we didn't sleep inside our tent. We slept outside in our sleeping bags because we wanted to look at the night sky! I could see a constellation when I went to sleep. It was beautiful!

While we were walking in the desert yesterday afternoon, we saw lots of camels! Most of the camels that we saw were brown, but we saw a black one, too! It was hot yesterday, so we didn't walk for long. In the desert, it's very hot in the day, but it's cool at night.

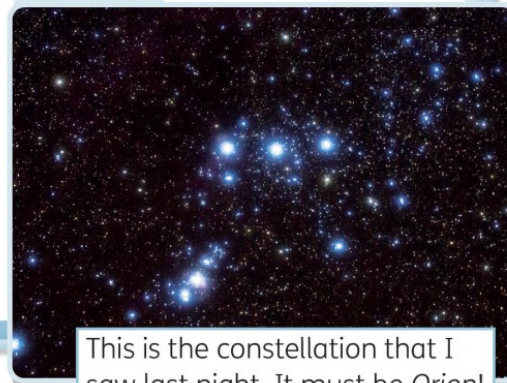
Tonight, we're going to cook kebabs on a campfire. Then we're going to look at the sky all night. We might see a meteor! We've got our telescope because Dad wants to see a planet like Saturn or Jupiter. We may see other planets, too!

I hope you like the photos that I've sent to you!

From,
Sami



These are the camels that were walking in the desert.



This is the constellation that I saw last night. It must be Orion!

- 8 Read again and write *T* (true) or *F* (false).

- 1 Sami is on holiday in the desert with his mum and dad. _____
- 2 The desert is a good place to look at the stars because it's very light there. _____
- 3 Sami and his family slept outdoors last night. _____
- 4 Sami has already seen a constellation, a meteor and two planets. _____

- 9 Answer the questions for you.

- 1 What would you like to see in the night sky in South Africa or the UAE?
- 2 Where is a good place to look at the night sky in your country?



Team
Up!

5

Plan a stargazing trip!





- 1 Look at the picture. Why do you think these astronauts are in the news?
- 2 Read and listen. 204 Who is the captain of the crew?

Astronauts prepare for journey

Three astronauts are preparing for an important journey in space.

Samantha Jackson, Carl Peters and Tim Huang are the crew of the new *Merlin* rocket. The *Merlin* is a special rocket that will travel closer to the sun than any other rocket in the past. It will leave the Earth tomorrow and orbit the sun for three years. The three astronauts are scientists that have already been to space and lived on a space station.

Captain Samantha Jackson said, "We might learn some new and very important information on this journey. It could be dangerous to go so close to the sun, but we're excited to learn more about our solar system."

The rocket will launch at 6.03 p.m. tomorrow.



- 3 Read again. Then answer the questions with a partner.

- 1 Where will the rocket go in space and for how long?
- 2 Why might the journey be dangerous for the astronauts?

- 4 Read. Then write the labels in 2.

How to write a news report

Headline: This tells people what the news report is about.

Introduction: This starts the news report in an interesting way. It summarizes the most important part of the story.

Body: This explains the details of the story.

Conclusion: This tells us what a person said about the story and what will happen next.



- 5 Write a news report from your country. Go to your Workbook page 97

Team
Up!

6

Make a space display.



1 Listen and correct the sentences. Change one word. 205 display class four Talk

- 1 Find interesting information about space. Write notes. Then choose five ideas. _____
- 2 Draw or find pictures and make your leaflet. Prepare your presentation. _____
- 3 Look at the different displays in your class. Write about them with your group. _____
- 4 Present your display to the school. _____

2 Watch the video. What interesting information does the group know about footprints on the moon?

3 Listen and read. 206 Then present your display to the class.



Look at this display! This must be a picture of a planet. It might be Saturn.

It can't be Saturn because it hasn't got any rings. It must be Mars because it's red.



Review

4 Choose and do three activities. Use your notebook.

1

Play a guessing game with the space words from Lesson 1.

You can see it at night.
It's big and round.

Is it the moon?

2

With your partner, take turns to say things you *may* / *might* / *could* see in the night sky.

I might see ...

3

Draw a picture of something in space. Your partner writes sentences about it with *must* / *can't*.

It can't be Mars because it isn't red.

4

Write a space travel word from Lesson 3. Your partner writes a sentence with *that*.

This is the rocket that I saw last week.

5

Ask your partner to spell three words from this unit and to explain what they mean.

How do you spell 'gravity'?

6

What do you know about looking at the night sky in South Africa and in the UAE? Tell your partner.





1 Listen and read. 207 Why was the special device called a 'mailbox'?

A MAILBOX IN SPACE

11th April 1970

Time: -30 minutes

The *Apollo 13* rocket will launch in 30 minutes! I still can't believe that I'm an **engineer** for *Apollo 13* in Houston, Texas! Three astronauts are going to travel to the moon in a rocket tonight: Jim Lovell, Jack Swigert and Fred Haise.



11th April

Time: +10 minutes

The rocket has launched! We all clapped and shouted, but five minutes after the rocket launched, there was a small problem with the engine. We were all worried, but we think everything is OK now.

14th April

Time: +58 hours

We heard Lovell's voice a minute ago: "Houston, we've had a problem." There isn't enough electricity on the rocket.

Everything has changed. If the rocket hasn't got enough power, the astronauts can't land on the moon. We have to get the astronauts back to Earth.

Now it's also difficult for the astronauts to **breathe** the air in the rocket because there's too much **carbon dioxide**. Our team of more than 100 engineers has to find a way to clean the air for the astronauts.

15th April

Time: +82 hours

Our team in Houston has worked for hours to make a special **device** that will clean the air in the rocket. Finally, it's ready. We've used things that the astronauts have got on the rocket, like cardboard, plastic bags, tape and even socks! The device is called the 'mailbox' because it looks like a box for letters and other mail.

The instructions for building the mailbox were explained to the astronauts on the radio. Now we're waiting while they make the device.

15th April

Time: +105 hours

The mailbox is working! The astronauts can breathe clean air again!

17th April

Time: +142 hours

The *Apollo 13* rocket is going to land in the Pacific Ocean in a few minutes. The last few hours have been very bad for the astronauts. They haven't got enough water and they are very cold. Haise is sick. We don't know what is going to happen.

The rocket has landed, but we haven't heard from the astronauts. Are they still alive?

We've just heard Lovell on the radio! They've landed safely! Everybody is clapping here in Houston. I'm so happy that I helped to bring the astronauts back to Earth!



A-Z Look me up!

2 Read again and order the sentences.

- a There was a problem with the electricity on the rocket.
- b *Apollo 13* landed safely in the Pacific Ocean on Earth.
- c The astronauts made the mailbox device and it worked.
- d *Apollo 13* and the three astronauts launched into space.

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3 Would you like to travel into space in a rocket? Why or why not?

4 Listen and read. 208 What idea made people angry in the past? Why?

Learning about space

People have asked questions about space and the night sky for thousands of years: What are the stars and why do they move in the sky? What is on the moon? What shape is the Earth?

A flat Earth?

More than 2,000 years ago, many people thought the Earth was flat, like an enormous plate. They thought that if a person travelled to the end of the Earth, they might fall into space! Later, people began to understand that the Earth was **round** and not flat.



Earth and the solar system

The Greek **philosophers**, like Aristotle and Ptolemy, thought that planet Earth didn't move. They thought Earth was at the centre of the solar system, and that the sun, the moon and all the planets orbited Earth.

A new idea

Five hundred years ago, a Polish scientist called Copernicus had a new idea. He saw how the sun moved in the sky during the day, and how the planets moved in the sky at night. His idea was that the sun was at the centre of the solar system and not the Earth. He thought Aristotle and Ptolemy were wrong and that the **planets** must orbit around the **sun**.

A few years later, an Italian mathematician called Galileo heard about a new thing called a 'telescope'. A telescope helped you to see things that were far away.



Galileo learned important things while he was using his telescope. He saw that Jupiter had moons, like Earth. He also saw that the moons were moving around Jupiter and that they weren't moving around the Earth. He realised that Copernicus' idea about the solar system was right: the Earth **wasn't** at the centre of the solar system.

Galileo **published** his idea in 1610, but it made people very angry. People wanted to think that Earth was at the centre of the solar system, not the sun. Many years later, stronger and more powerful telescopes were made and people **realised** that Galileo and Copernicus were right.

Today

Copernicus and Galileo lived more than four hundred years ago, but their important ideas changed the world. Because of their work, today we can send rockets and people into space to learn even more about the universe.

A-Z

Look me up!

5 Read again and complete.

- Thousands of years ago, people thought that planet _____ was flat.
- Aristotle and Ptolemy thought that the sun, the moon and the planets _____ the Earth.
- Copernicus saw how the _____ moved in the sky at night.
- Galileo could see Jupiter's moons with his _____.

6 What have you learned about space? What other things would you like to learn?

9

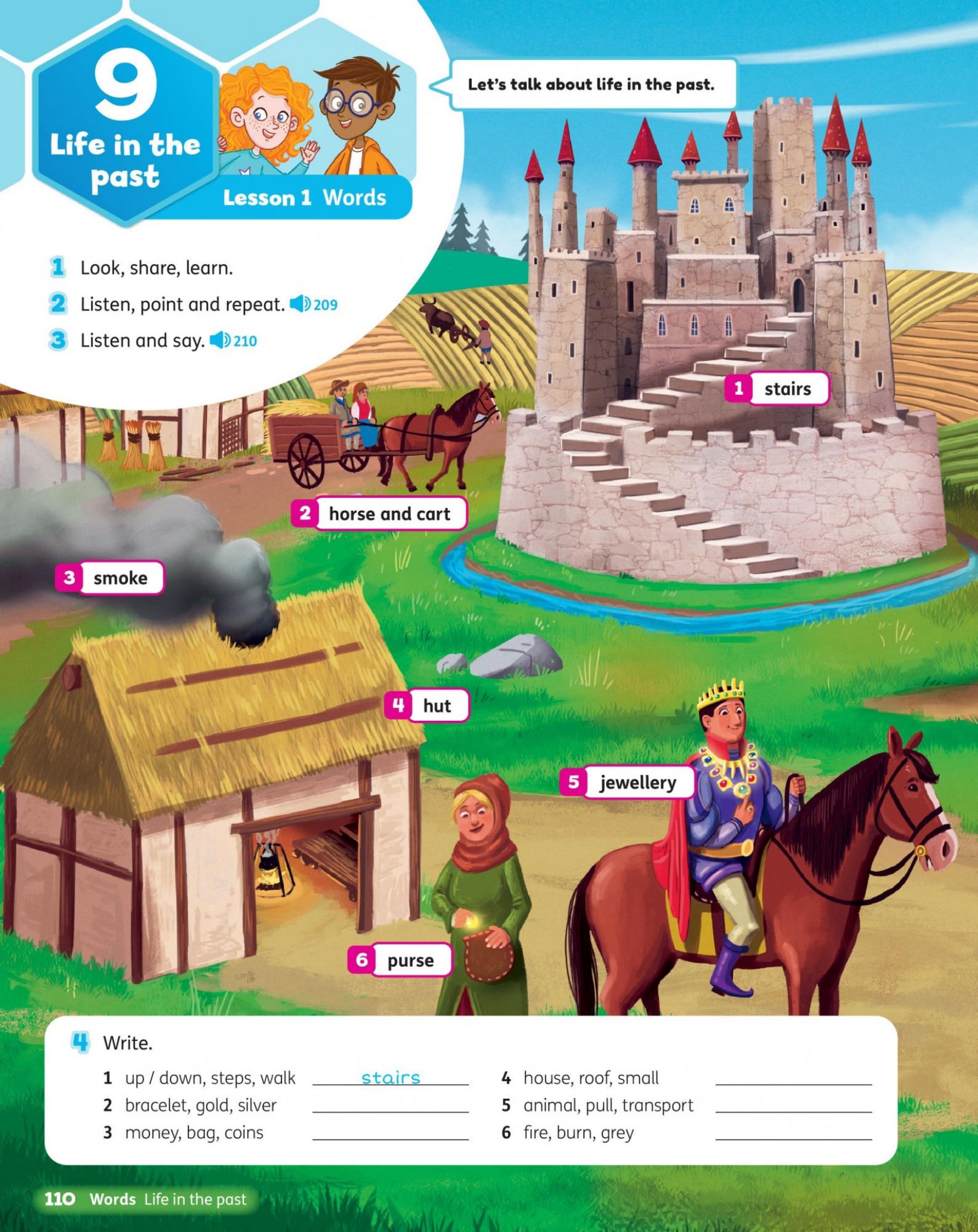
Life in the past



Lesson 1 Words

Let's talk about life in the past.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🔊 209
- 3 Listen and say. 🔊 210



1 stairs

2 horse and cart

3 smoke

4 hut

5 jewellery

6 purse

4 Write.

- 1 up / down, steps, walk stairs
- 2 bracelet, gold, silver
- 3 money, bag, coins

- 4 house, roof, small
- 5 animal, pull, transport
- 6 fire, burn, grey

5 Listen, point and repeat. 🔊 211

6 Read and write the words. Listen and check. 🔊 212

Dear Grandpa,

I've just been on a trip to Cosmeston Medieval Village in Wales. The village is an outdoors museum! You can walk around the village and see how people lived in 1350.

People that were _____ lived in a big house or castle in the village. They wore gold and silver jewellery. People that were _____ lived in a small hut. The roof was made of _____ and there weren't any windows. They made their clothes from wool and they wore _____ boots.

It was very interesting, so I'm going to find out more about the Middle Ages online today!

Love from, Archie



1 poor



2 rich



3 leather



4 straw



7 Read again and complete.

- 1 _____ people sometimes lived in a castle.
- 2 They wore _____ that was made from gold and silver.
- 3 _____ people lived in a hut without any windows.
- 4 They wore boots made from _____.
- 5 They lived in houses with a _____ roof.

8 Listen and repeat. 🔊 213 Then make a new dialogue and practise.

What's this?

It's a hut from 1450. It's made of mud and straw.



purse / 1905 / leather



vase / 2002 / glass



key ring / 2021 / plastic

Team Up!

1

Match objects to labels at a museum.





1 Listen and read. 214 What were beds made of in the Middle Ages?

In the Middle Ages, some people used to live in huts.

They didn't use to have windows in the huts.

There used to be a fire with lots of smoke inside the hut.

People used to sleep on straw beds.

Life is a lot easier for people today, isn't it?

Oh, yes!

2 Listen and read. 215



used to statements

We use **used to** + infinitive for actions that happened in the past but don't happen now.

People **used to live** in huts.

She **used to have** a cat.

We use **didn't use to** + infinitive for actions that didn't happen in the past.

They **didn't use to have** windows. He **didn't use to like** tennis.

Look! In negative statements, it's **use to**, not **used to**. We pronounce these phrases in the same way.



3 Listen and circle. 216

- 1 In the Middle Ages, people **used to** / **didn't use to** eat bread.
- 2 Poor people **used to** / **didn't use to** eat meat very often.
- 3 Most children **used to** / **didn't use to** go to school.
- 4 Boys **used to** / **didn't use to** learn how to do a job.
- 5 Girls **used to** / **didn't use to** make clothes from wool.
- 6 People **used to** / **didn't use to** travel to a market.



a blacksmith

4 What do you know about life in the Middle Ages? Tell your partner.



In the Middle Ages, people **used to** eat bread.

Most children **didn't use to** go to school.



5 Listen and read. 217 Why did most people go to the theatre to watch Shakespeare's plays?

My interview with Mrs Taylor, by Josh Brown

Yesterday I interviewed Mrs Taylor. She works at the museum.

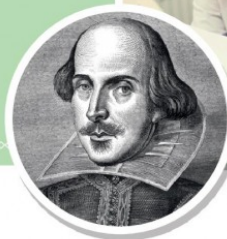
Josh: Thank you for talking to me about William Shakespeare, Mrs Taylor. Did many people use to read his plays in the past?

Mrs Taylor: No, they didn't. Most people couldn't read, so they used to go to the theatre to watch his plays.

Josh: Did children use to go to the theatre?

Mrs Taylor: No, they didn't, but some children used to act in plays.

Josh: Thank you, Mrs Taylor.



6 Listen and read. 218



used to questions and answers

Did people **use to read** Shakespeare's plays?

No, they **didn't**.

Did children **use to act** in plays?

Yes, they **did**.

Look! In questions, it's **use to**, not **used to**.



7 Look and answer the questions.

- Did Shakespeare use to wear trousers?
- Did women use to wear dresses?
- Did Shakespeare's family use to live in a hut?
- Did they use to have pictures in their home?
- Did they use to have a pet cat?

Yes, he did.



Shakespeare and his family

8 Write questions about Shakespeare's family. Then ask and answer with a partner.

- (they / have / chairs?)
- (they / use / computers?)
- (they / watch / TV?)
- (they / listen to / Shakespeare?)



Team Up!

2

Find out facts about people from the past.



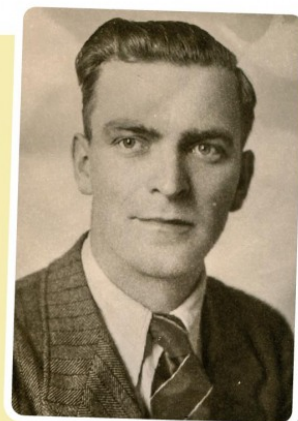


- 1 Listen and read. 219 How old was Elliott when he got a job in a factory?

My great-great-grandpa

by Emily

My great-great-grandpa Elliott was born in 1912. He started school four years later and he studied hard. He liked going to school and he wanted to go to university, but his parents were poor, so Elliott had to leave school when he was 15. He got a job in a factory a year later. Elliott didn't enjoy working at the factory, so he decided to become a teacher. He got married when he was 27 and he had seven children. He retired when he was 60.



- 2 Listen, point and repeat. 220



1 start school



2 study for an exam



3 go to university



4 get a job



5 leave home



6 get married

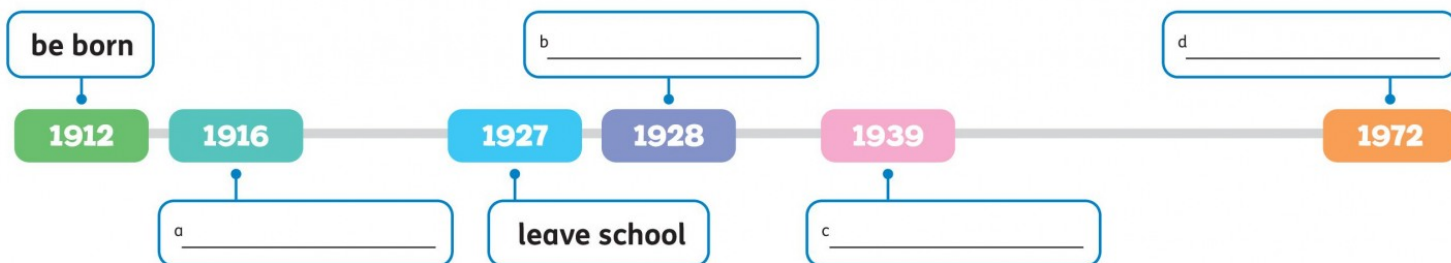


7 have children



8 retire

- 3 Read the text in 1 again. Complete the timeline for Emily's great-great-grandpa.



- 4 Ask and answer.



Will you go to university one day?

Yes, I will. I'll go to university when I'm 18.



5 Listen and read. 221

Verb patterns

- We use the *-ing* form after some verbs:
He **didn't enjoy working** at the factory.
- We use the infinitive with *to* after some verbs:
He **decided to become** a teacher.
- We can use EITHER the *-ing* form OR the infinitive with *to* after some verbs:
He **liked going** to school. He **liked to go** to school.



Verb + <i>-ing</i>	Verb + infinitive with <i>to</i>	Verb + <i>-ing</i> OR infinitive with <i>to</i>
enjoy finish	decide want	like prefer

6 Circle the correct words.

- 1 My brother has decided **to go** / **going** to university next year.
- 2 My grandpa retired last week. That means he's finished **to work** / **working** now!
- 3 Do you want **to have** / **having** children one day?
- 4 I don't enjoy **to study** / **studying** for an exam, so my brother often helps me.

7 Complete.

- 1 I like studying (study), but I prefer to watch (watch) TV.
- 2 They enjoy _____ (read) books about ancient history.
- 3 My aunt wants _____ (get) married next year.
- 4 My oldest sister has decided _____ (leave) home next year.
- 5 My cousin has just finished _____ (study) for the exam.

8 Listen and read. Then sing. 222-223
 Grandma, Please Tell Me

Grandma, please tell me
About life in the past for you.
When you were seventeen,
What did you want to do?

I wanted to **study ancient history**
And I liked learning all about geography.
Then I decided to **get a job**.
Life was always fun for me!
Now my hobby is karate!

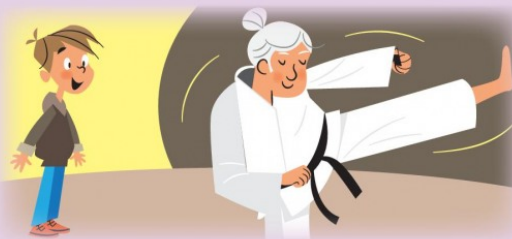
go to university

get married



**Team
Up!** **3**

Ask and answer questions
about your life events. 





- 1 Look at the pictures and photos. When do you think this person lived in the past?
- 2 Listen and read. 224 When did Amelia decide to become a pilot?

Queen of the air

1 20th May 1932

Amelia was nervous but excited when she got into her plane. Today was an important day. She was going to fly across the Atlantic Ocean from the USA to the UK. It was the most important adventure of her life!



- 2 Amelia Earhart was born in 1897. She didn't start school until she was 12. When she was younger, she enjoyed learning from books and she used to read in the library for hours. She used to have lots of adventures with her younger sister Muriel. They collected frogs and they played football in the garden. One day, Amelia and Muriel decided to make a roller coaster on the roof of their shed at home. The roller coaster crashed and Amelia fell to the ground, but she didn't cry. She got up and she said, "It's just like flying!"

- 3 When she was 20, Amelia got a job as a nurse, but in 1920, she flew in a plane for 10 minutes and it changed her life. That was when she decided to become a pilot. She bought a leather jacket and she cut her hair short. Twelve years later, Amelia was a famous pilot.



- 4 Today was the most dangerous flight of Amelia's life. A few hours after leaving the USA, the weather changed. It became stormy and windy, and there was ice on the wings of her plane. After fifteen hours, Amelia saw something green far away. It was land! She flew her plane down and landed in a field. She had done it! She was the first woman to fly across the Atlantic Ocean.

3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is interesting / different / exciting / boring.
- 3 My favourite part of the story is when _____.

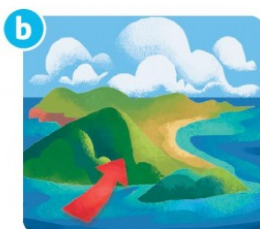


4 Read again and write T (true) or F (false).

- 1 On 20th May 1932, Amelia was preparing to fly from the USA to the UK. _____
- 2 Amelia started school when she was 12 years old. _____
- 3 Amelia fell to the ground and then cried when her roller coaster crashed.
- 4 In 1920, she flew in a plane and decided to become a photographer. _____
- 5 Amelia was with another pilot when she flew across the Atlantic Ocean. _____

5 Find the words in the story. Then look and write the letter.

- 1 nervous ☐
- 2 crashed ☐
- 3 wings ☐
- 4 land ☐



6 Complete the profile for Amelia.

Name: Amelia Earhart

Year of birth: ¹ _____

Family: mum, dad and one ² _____

Age started school: ³ _____ years old

Jobs: lorry driver, photographer, ⁴ _____ and ⁵ _____

Date of flight across the Atlantic Ocean: 20th May ⁶ _____



Think, feel, grow

- 1 How did Amelia feel before the flight on 20th May 1932?
How do you think she felt during the flight? Why?
- 2 What did Amelia do after her roller coaster crashed and she fell to the ground? What does this tell you about Amelia?
- 3 Many people think Amelia Earhart was very brave.
What does it mean to be brave?
- 4 What can you learn from Amelia?



7 Home-school Read the story at home.



Team Up!

4

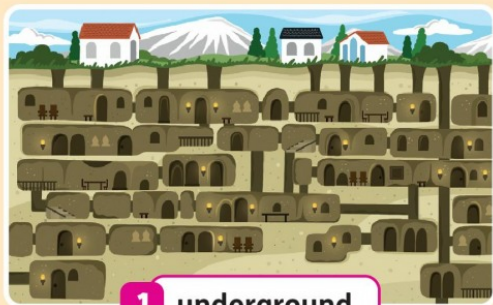
Talk about brave people.





Listening and Speaking

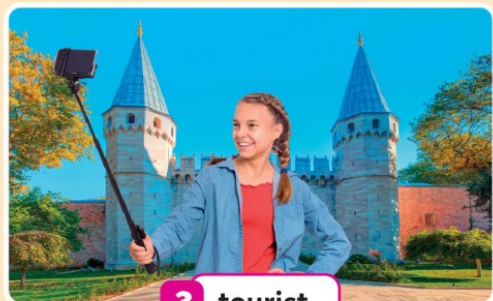
- 1 Listen, point and repeat. 🔊 225
- 2 Listen and say the number. 🔊 226



1 underground



2 tunnel



3 tourist



4 archaeologist



Zehra



TURKEY

- 3 Listen to Zehra and complete. 🔊 227

- 1 _____ like riding in hot-air balloons over Cappadocia.
- 2 People made homes in the rocks here more than _____ years ago.
- 3 Derinkuyu is a big underground city that has many _____.
- 4 Archaeologists think there are more than _____ underground cities.
- 5 The underground cities used to be _____ and safe.



- 4 Watch the video. ▶ Why was it easy to get lost in the underground cities?
- 5 Listen and read. 🔊 228 Then talk with a partner.



Let's be archaeologists! What do you want to learn about life in the past?

I want to learn about food in the past.
How did people prepare food?

I want to learn about the games that children used to play.



Reading

- 6 Look at the photos. What places can you see?
- 7 Listen and read.  229 Who lived in Deir el-Medina in the past?



Ahmed



EGYPT

Travel guide: Deir el-Medina, Egypt by Ahmed



If you like learning about history, Egypt is a great country to visit. Tourists from all over the world come here to visit the pyramids and the Valley of the Kings, but I think the most interesting place to visit in my country is Deir el-Medina.

Deir el-Medina is an Egyptian village that was made more than 3,000 years ago. Archaeologists have worked here for more than 100 years, so now we know what it used to be like to live in Deir el-Medina.



The village used to have 68 houses. They were made for the families of the men who used to work in the Valley of the Kings. The houses used to have four or five rooms, but they didn't use to have any bedrooms. Instead, there were stairs from the house to the roof because people used to sleep on the roof when it was hot at night.



The village was made in the desert, and the people couldn't grow food there because it was so hot. Food was delivered from the city of Thebes every month. Also, there wasn't any water, so people used to collect water from the River Nile and carry it to their houses. There weren't any shops in Deir el-Medina, but the women used to make things to give to each other, like baskets and toys.



8 Read again and circle the correct words.

- 1 The village of Deir el-Medina was made more than 5,000 / 3,000 years ago.
- 2 People in the village used to sleep **on the roof of their house** / in their bedrooms.
- 3 The families **used to** / **didn't use to** grow food in the village.
- 4 The women used to **make** / **buy** baskets and toys.

9 Answer the questions for you.

- 1 What do you think were the worst and best things about living in these homes in the past in Turkey and Egypt?
- 2 What do you know about homes in the past in your country?



Team
Up!

5

Help to plan a
holiday with history.





- 1 Look at the photos. What animal can you see?
- 2 Read and listen. 230 What was Steve Backshall's first job?

Steve Backshall

Steve Backshall is a famous explorer who has loved animals since he was very young. When he was a child, he used to look after the animals on his family's farm. He learned many things about animals, and he still enjoys learning about wildlife today.



Steve was born in England in 1973. At school, he studied hard and then he went to university – twice! In 1998, he travelled to Colombia and he lived in the rainforest for five years. Steve decided to take a video camera to the rainforest and he made a programme about his adventures. That was how he got his first job as a TV presenter. In his TV programme *Deadly 60*, Steve met the 60 most dangerous animals in the world, like snakes, bears and sharks. In 2016, he got married to Helen Glover and they had three children. Helen is a professional rower and she has won two Olympic gold medals!

Now, Steve is teaching people how to look after animals and the environment.



- 3 Read again. Then answer the questions with a partner.
 - 1 How old is Steve Backshall?
 - 2 What important events happened in Steve Backshall's life on these dates: 1973, 1998, 2016?
- 4 Read. Then write the labels in 2.

How to write a biography

Title: This is the person's name.

Photo: This is a photo or picture of the person that shows their personality or interesting information.

Introduction: This gives interesting or important information about the person.

Life events: This explains the important events in the person's life in the order that they happened. Use past tenses.

Conclusion: This explains what the person is doing now or how they are remembered.



- 5 Write a biography for a person from your country. Go to your Workbook page 109

Team
Up!

6

Make a quiz about life in the past.



1 Listen and number the project steps in order. 231

- Write two questions for each topic.
- Check the answers. Which team is the winner?
- Swap your quiz with another team. Take their quiz.
- Choose two topics about life in the past from this unit. Then choose two extra topics.

☐
☐
☐
☐

2 Watch the video. What two extra topics has this group chosen for their quiz?

3 Listen and read. 232 Then make your quiz.



Number two. 'Did Amelia use to wear a leather hat?'

I know! The answer is: 'No, she didn't.' She didn't use to wear a leather hat. She used to wear a leather jacket!



Review

4 Choose and do three activities. Use your notebook.

1

Take turns writing one word from Lesson 1 until you have all ten words.



2

With your partner, say sentences about what life *used to* or *didn't use to* be like for people in the Middle Ages.

3

Write questions for your partner about when they were younger.

Did you use to play with a doll?



4

What do you know about your family? Tell your partner. Use the life events from Lesson 3.



My mum got a job as a nurse when she was 20.

5

Write sentences using these verbs:

enjoy

want

prefer

I enjoy learning about history.

6

What was the same or different about living in the homes in Cappadocia and Deir el-Medina in the past?



10

Helping our community



Lesson 1 Words

Let's describe our feelings and objects.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🗣️ 233
- 3 Listen and say. 🗣️ 234



1 surprised

2 bored

3 busy

4 frightened

5 excited

6 tired

4 Write the adjectives.

- 1 When something happens that you didn't know about or plan, you're _____.
- 2 When you have lots to do, you're _____.
- 3 When you have nothing to do, you're _____.
- 4 When you're scared and don't feel brave, you're _____.

5 Listen, point and repeat. 🗣️ 235

6 Read and write the words. Listen and check. 🗣️ 236

Zara's diary

Thursday 25th June

This morning, Mum and I made posters for the street party on Sunday. Everybody in our community is doing something to help!

Friday 26th June

We're going to have burgers at the street party, so my neighbours bought the ingredients today. The meat was a lot of money. It was £50! That's very _____. The bread wasn't a lot of money. It was £5, so it was very _____.

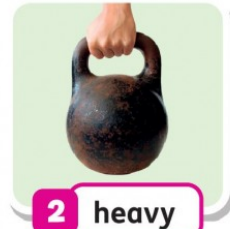
Saturday 27th June

Everybody in our neighbourhood put chairs and tables in the street today. I took our chairs outside. They're easy to pick up because they're _____. Our table is big and _____, so Mum and Dad put that in the street.

The street party is tomorrow. I'm tired but really excited!



1 light



2 heavy



3 cheap



4 expensive



7 Read again and write *T* (true) or *F* (false).

- | | | | |
|--|-------|----------------------------------|-------|
| 1 The street party is on Sunday. | _____ | 4 Zara's chairs were light. | _____ |
| 2 The bread for the burgers was expensive. | _____ | 5 The table was small and cheap. | _____ |
| 3 The meat was heavy. | _____ | 6 Zara is tired and excited. | _____ |

8 Listen and repeat. 🗣️ 237 Then make a new dialogue and practise.



How are you today?

I'm **quite** tired. I went to bed at 10 p.m. last night. How about you?

I'm **very** bored. It's rainy and I can't go outside to play.



extremely / incredibly
really / very
quite / a bit
not ... at all

happy	sad
hot	cold
thirsty	hungry
busy	bored
excited	tired



Team Up! 1

Talk about how you feel when you do activities.





1 Listen and read. 🎧 238 Who can't hear Emma? Why?



2 Listen and read. 🎧 239

Look! In reported speech, we change the pronoun (I / you / he / she / it / we / they) to match the speaker:

"We're bored." → They said **they** were bored.



Reported speech statements

We use reported speech to talk about the things somebody said. We change the present simple in direct speech to the past simple in reported speech.

Direct speech	Reported speech
"The cat is heavy."	She said the cat was heavy.
"I don't like cats."	He said he didn't like cats.



3 Circle the correct words. Then listen and check. 🎧 240

- 1 She / He said the bag is / was heavy.
- 2 She / He said there is / was a lot of litter.
- 3 We / They said they like / liked trees.
- 4 She said she is / was bored and she wants / wanted to go home.



4 Talk with your group.
Say how you feel.



I'm hungry.



What did she say?

She said she was hungry.



5 Listen and read. 🎧 241 What is Rick going to make for dinner?

Hi Uncle Jim,
We've just been to our community garden. Everybody was really busy! Grandma and Grandpa were there. They said they were planting their favourite vegetables. Our neighbour Mr Jones was there, too. He said he was sowing carrot seeds.
I'm tired now, but I'm excited because we're going to make a curry with vegetables from the community garden this evening!
Love, Rick



6 Listen and read. 🎧 242

Reported speech statements

We change the present continuous in direct speech to the past continuous in reported speech.

Direct speech	Reported speech
"We're planting our favourite vegetables."	They said they were planting their favourite vegetables.
"I'm sowing carrot seeds."	He said he was sowing carrot seeds.

Look! In reported speech, we change the possessive adjective (my / your / his / her / its / our / their) to match the speaker:

Boy: "My community is great." → He said **his** community was great.



7 Complete the reported speech sentences.

- "We're making an insect hotel." → They said they _____ an insect hotel.
- "I'm baking a cake for my neighbour." → She said she _____ a cake for _____ neighbour.
- "I'm swapping books with my friends." → He said _____ was swapping books with _____ friends.

8 Look and write reported speech sentences.

1  I'm helping my grandma.

He said _____

2  We're painting a picture for our school.

3  I'm making a bird house for my garden.



Team Up!

2

Report the phone messages.





1 Listen and read. 243 Who can come to the street party?

Community Street party!
Sunday, 1 p.m. to 4 p.m.

We're having a street party this weekend.
Everybody in the neighbourhood is welcome! 😊

There's going to be a barbecue, a fancy dress competition
and lots of things to see on stage.

At lunchtime, the teachers are grilling burgers.

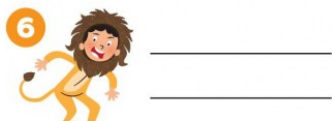
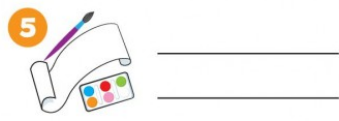
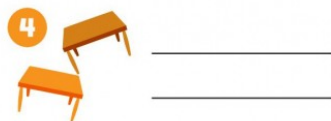
The mayor is telling jokes on stage at 3 p.m.

Please come and help on Sunday morning. We're putting up
decorations and building a stage from 11 a.m.

2 Listen, point and repeat. 244



3 Look and write. Then listen and check. 245



4 Ask and answer.



What would you like to do at a community event?

I'd like to tell jokes.



5 Listen and read. 🎧 246



Present continuous for future plans

We use the present continuous to talk about future plans that we've already decided to do.
 What **are** you **doing** later?
 I'm **telling** jokes on stage tonight.
 He **isn't going** to the street party tomorrow.



Look! We always use a future time word or phrase with the present continuous for future plans:
 later tomorrow
 this (afternoon / evening)
 at (4 p.m.)
 on (Monday)
 next (week / month)

6 Are the sentences about the present or future?

Read and write P (present) or F (future).

- 1 I'm entering a fancy dress competition this weekend. _____
- 2 She isn't planning an event at the moment. _____
- 3 What are you building now? _____
- 4 At 2 p.m. we're putting up decorations. _____



7 Write present continuous sentences about future plans. Use any future time word or phrase.

- 1 (I / make a banner) I'm making a banner this evening.
- 2 (we / carry tables) _____
- 3 (he / grill burgers) _____
- 4 (they / not tell jokes) _____
- 5 (she / not prepare food) _____

8 Listen and read. Then sing. 🎧 247-248

🎵 Busy, Busy, Busy! 🎵

Tomorrow, I'm helping at the street party.
 It's going to be great fun!
 I've made my fancy dress costume:
 I'm a burger in a bun!

I'm **making a banner** in the morning. **carrying tables**
 Then I'm practising a song.
 I'm **building a stage** in the evening **grilling burgers**
 And I'll be happy all day long!



Team Up!

3

Play the *Planning an event* game.





- 1 Look at the pictures. What's Meg's job?
- 2 Listen and read. 🗣️ 249 Why does the mayor talk to Meg?

The street party

- 1 Meg Davies lived at 52, Marigold Street with her daughter Bella and her granddaughter Lucy. Meg was a police officer and she worked very hard for her community.



- 2 On Saturday morning, Meg got up early and she looked at her list of tasks for the day. The street party was tomorrow and there were still lots of things to do. "You're always really busy, Mum," said Bella. Meg smiled, "I'm retiring next year, Bella. I'll relax then." Lots of people in the neighbourhood wanted to help Meg, so together they carried heavy tables, put up decorations and built a stage. They worked for six hours.



3 Complete for you.

- 1 I **don't like** / like / love the story.
- 2 I think the story is **important** / surprising / lovely / different.
- 3 My favourite character is _____.

4 Read again and circle the correct answer.

- 1 When is the street party?
 a Saturday b Sunday c Monday
- 2 When is Meg retiring?
 a next month b this year c next year
- 3 Who planned the street party?
 a the mayor b Bella c Meg
- 4 Who has a banner for Meg?
 a Meg's neighbours b Lucy c the mayor



5 Write T (true) or F (false).

- 1 Meg lives with her daughter and granddaughter. _____
- 2 On Saturday and Sunday morning, Meg got up late. _____
- 3 Bella thinks her mum is always very bored. _____
- 4 Meg will be less busy next year. _____
- 5 Meg was excited when Lucy said the mayor wanted to talk to her. _____
- 6 Everybody in the community wanted to say thank you to Meg. _____

6 Read and answer.

- 1 How do Meg and her neighbours prepare for the street party?

- 2 Why does Meg get up early on Saturday?

- 3 Why does Meg's community want to say thank you to Meg?



Think, feel, grow

- 1 How does Meg care for the people in her community?
- 2 How do the people in Meg's community show that they care for Meg?
- 3 Why is it important to care for the people in your community?

7 Home-school Read the story at home.



Team Up! 4

Talk about caring for people in your community.





Listening and Speaking

- 1 Listen, point and repeat. 🎧 250
- 2 Listen and say the number. 🎧 251



1 volunteer



2 give first aid



3 rescue



4 charity



Alice



UK

- 3 Listen to Alice and complete. 🎧 252

charity first aid hedgehogs volunteer vet rescue

George is Alice's brother. He's working as a ¹_____ at a wildlife rescue centre this summer. The rescue centre is a ²_____. People give money to the rescue centre, so it can help wildlife. George looks after ³_____ at the rescue centre. If a hedgehog needs help, people ⁴_____ it and bring it to the centre. Then George gives the hedgehog ⁵_____ if it's injured. George and Alice are both excited that George will be a ⁶_____ in the future.



- 4 Watch the video. ▶ What things can volunteers do at a community wildlife garden?
- 5 Listen and read. 🎧 253 Then talk with a partner.



What would you like to do as a volunteer?

I'd like to rescue horses. They're my favourite animal. How about you?

I'd like to plan an event for my community.



Reading

- 6 Look at the photos. What are the people doing?
- 7 Listen and read.  254 What is Antonio doing this weekend?

15th July

Dear Yan,

I'm Antonio and I'm from Mexico. I'm excited that I have a penfriend from China!

My town is called Puerto Escondido, and it's on the west coast of Mexico.

My family goes to the beach every weekend. We have picnics and we swim in the ocean. In winter, we sometimes see whales!

There are lifeguards on the beaches in Puerto Escondido because the ocean is sometimes dangerous here. The lifeguards watch the water carefully. If they see somebody who is hurt or can't swim, they rescue them. Then they bring them back to the beach. Sometimes they give first aid if the person is injured or ill.

At the moment, I'm learning to be a junior lifeguard. Junior lifeguards are eight to eighteen years old. Our coach teaches us how to swim faster and how to surf. We always do lots of exercise because we need to be strong and fit. Our coach said people in the water were very heavy and they were often tired and frightened, too. She said the most important thing for a lifeguard was that you must be calm. This weekend, we're learning how to give first aid. That's very important if a person needs help.

Most lifeguards on the beaches in Puerto Escondido are volunteers. That means they do their work because they want to help people. I think that's a very good way to live your life! What do you think?

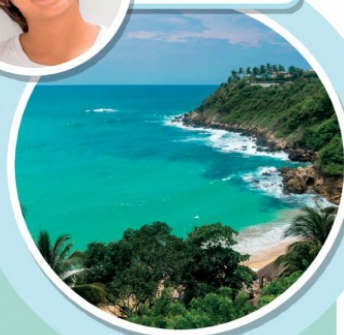
Please tell me what your hobbies are and what you do at the weekend.

Write soon!

Antonio

MEXICO

Antonio



8 Read again and answer.

- 1 What do lifeguards watch carefully? _____
- 2 If somebody can't swim, what do lifeguards do? _____
- 3 How old are junior lifeguards? _____
- 4 What is the most important thing for a lifeguard? _____

9 Answer the questions for you.

- 1 Would you rather be a volunteer at a wildlife rescue centre or a junior lifeguard?
- 2 How can people work as a volunteer in your country? What can they do?



Team
Up!

5

Read and talk about volunteering.





- 1 Look at the pictures. What type of event is it?
- 2 Read and listen. 255 How old is Suzy's brother?

The surprise party

by Suzy Johns, age 12

Yesterday, it was my brother's eighth birthday, so our family planned a surprise party for him!

In the afternoon, Dad and Ollie went swimming at the sports centre. After they left the house, I put up decorations first and then I made a banner. Grandma prepared food and Mum said she wanted to bake a cake. After that, we turned off the lights and waited.

Finally, Dad and Ollie came home at 5 p.m. The house was dark and we were hiding behind the sofa. When Ollie opened the door, we turned on the lights and shouted, "SURPRISE!" Ollie was very surprised and excited! He said it was his favourite birthday party ever!



- 3 Read again. Then answer the questions with a partner.

- 1 Who wrote the personal narrative?
- 2 Who planned the event? What did they do?

- 4 Read. Then find and underline the language in 2.

How to use narrative language in a personal narrative

A personal narrative is a true story about a time in your life.

We use narrative language to tell the story. We can use:

- past tenses: **it was ...** / **we were hiding ...**
- reported speech: **Mum said she wanted to ...**
- time words and phrases: **yesterday** / **in the afternoon** / **at 5 p.m.**
- transition words: **after ...** / **first** / **then** / **after that** / **finally**



- 5 Write a personal narrative. Go to your Workbook page 121

Team
Up!

6

Plan an event for your community. 1 Listen and complete. 256 event decorations task community

- 1 Choose an event for your _____.
- 2 Make a plan for your event. Think about the time, place, _____, entertainment and food.
- 3 How are you going to help? Write a _____ list.
- 4 Present your _____ to the class. Talk about your plans and the tasks you will do.

2 Watch the video. What event has this group chosen?3 Listen and read. 257 Then present your event to the class.

I'm building the stage on Thursday evening.

I'm planning the fancy dress competition all week.



Review

4 Choose and do three activities. Use your notebook.

1

Write five adjectives from Lesson 1 with scrambled letters. Give to your partner to solve.

a_y v_e h heavy

2

Write direct speech sentences and the speaker. Your partner writes the reported speech.

"I'm tired." (girl)
She said she was tired.

3

Say eight things you can do to help at a community event.



4

Tell your partner your plans for the summer. Use the present continuous.

I'm having a birthday party in August.

5

What do you think is the best thing about volunteering at a wildlife rescue centre or being a junior lifeguard? Discuss with your partner.

6

Tell your partner about your community.

Who helps other people?
What do you like about your community?





Let's read! Clothes in the past

- 1 Listen and read. 258 When did people start to wear different clothes every day?

A history of clothes in the UK

The Middle Ages

In the Middle Ages, many women used to wear long dresses that were made from wool or sometimes **silk**. Men often used to wear a tunic with a belt and purse.

People in the Middle Ages didn't use to have washing machines (or electricity!), so how did they use to wash their clothes? They used to take their clothes to a river, put them in the water and then hit them against a rock!

Shakespeare's time

Clothes in Shakespeare's time were beautiful, but they weren't **comfortable**. People couldn't always wear the clothes they wanted. Only very rich people could wear red clothes, and only the Queen could wear purple clothes!

Some women wore make-up and lots of jewellery. Men and women's clothes were made of silk and **velvet**. Men had long hair and often had a beard or moustache.

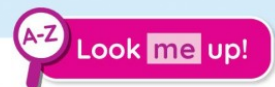
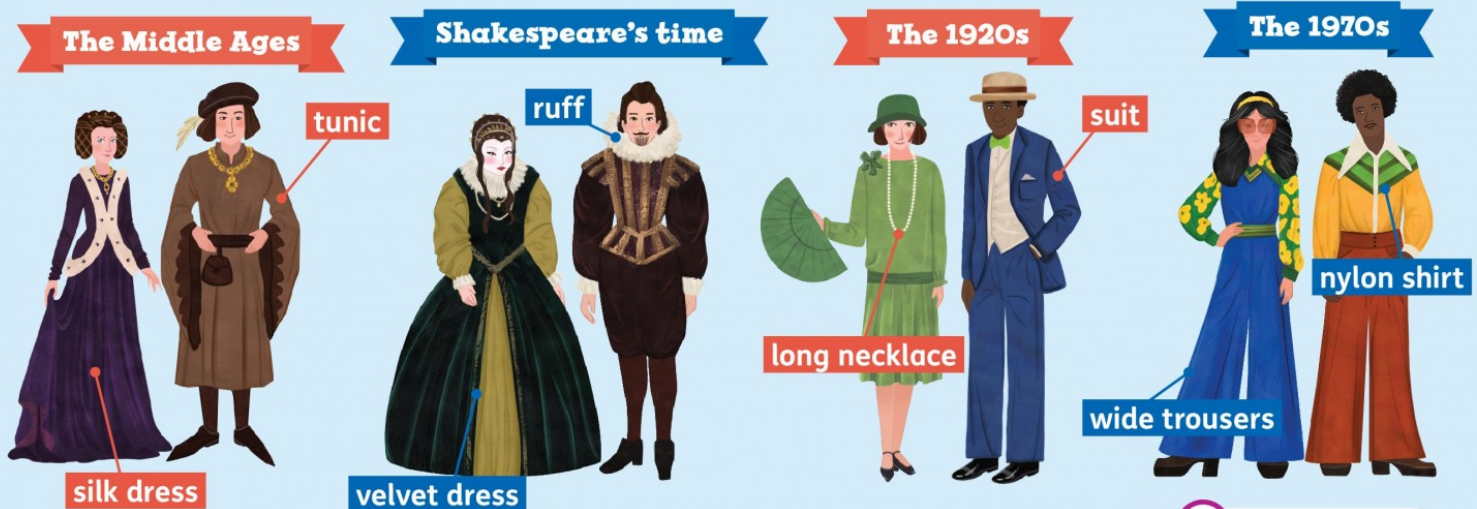
The 1920s

In the 1920s, clothes were simpler and more comfortable. It was easier to walk and move in these clothes. Women in the UK often used to have short hair and wear long necklaces. Many men used to wear a suit and hat.

People bought their clothes in shops, and now they could wear different clothes every day!

The 1970s

The 1970s were fun! People used to listen to music and watch famous people on TV. Men and women had big, long hair, and they wore bright colours. Clothes were made from **nylon**. Women and men often used to wear trousers or jeans that were very wide. Shoes were very tall and it wasn't easy to walk in them!



- 2 Read again and find more words in the text. Write.

- 1 Clothes: dress,
- 2 Materials: wool,
- 3 Adjectives: long.

- 3 What are clothes like in your country today?

4 Listen and read. 259 Which two famous people does Robert write about in his letters?

The costume designer

1

17th March 1594

Dear Mother and Father,

Good news! I've got a new job. My friend Will has just written a play and he wants me to design and make the costumes. I'm excited! I'm meeting the actors at the theatre tomorrow.

My apartment here in London is very small – it's only got one room. It's near London Bridge. I like walking along the bridge, but the River Thames is very black and **smelly** – I'm not going to swim in it!

Your loving son, Robert



2

28th March 1594

Dear Mother and Father,

I've bought all the materials I need to make the costumes for the play. I bought some velvet, silk and wool. They were very expensive and heavy!

I went to Will's house last night. I met his wife Anne and their three children. We had meat for dinner – it was delicious. Will said he was going to find an **apprentice** to help me with the **sewing**.

Your loving son, Robert

3

15th April 1594

Dear Mother and Father,

My apprentice is called Sam and he's 12. He can't read or write, but he's good at sewing. We've already finished many of the costumes for the play.



Our play will be at a theatre called The Globe Theatre. It's a round building and it's got a straw roof with a **hole** in the centre.

If it rains, the audience gets wet! Yesterday afternoon, there were about 1,500 people in the theatre to watch a play. It was very busy and noisy!

Your loving son, Robert



4

10th May 1594

Dear Mother and Father,

Today was the most exciting day of my life! Queen Elizabeth watched our play! She had curly red hair and she was wearing a lot of white make-up. Her dress was beautiful. It was made of purple velvet and silk, and she had a big white ruff. She said she was so happy to meet the famous William Shakespeare, and she said she liked the costumes that I made! I'm so happy!

Your loving son, Robert

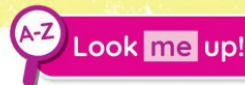


5 Read again and match.

- 1 Robert writes letters
- 2 Robert has got a new job as
- 3 Will is married and he
- 4 Queen Elizabeth wore a purple dress

- a a costume designer for a play.
- b and a ruff when she met Shakespeare.
- c to his parents.
- d has three children.

6 What would you like to ask Robert about his life in 1594?



1

Grammar presentation

Look, listen and learn. 🔊

Have you ever been on a plane, Tang?

No, I've never been on a plane.

Always remember your passport, money and tickets!

OK. Passport, money, tickets.

Have you got your suitcase, Tang?

Oh no! I've remembered my passport, money and tickets, but I've forgotten my suitcase!

Present perfect statements and questions with ever / never

We use the present perfect with **ever** or **never** to talk about our experiences in the past.

Have you **ever been** on a plane? Yes, I **have**. / No, I **haven't**.

I've **never been** on a plane.

Look!

Some verbs have got an irregular past participle:

be → been	buy → bought	fly → flown	forget → forgotten
go → been	have → had	leave → left	ride → ridden



2

Grammar presentation

Look, listen and learn. 



What are you doing, May?

I'm putting on my hat. Today isn't as warm as yesterday.

Today will be as cold as winter. Look! It's raining now.

That isn't rain. Omar is watering the flowers! Look! It's sunny.

Oh, yes! Let's go and play!

Comparisons with (not) as ... as

We use *as ... as* to talk about how two things are the same.

Today will be **as** cold **as** winter.

We use *not as ... as* to talk about how two things are different.

Today isn't **as** warm **as** yesterday.



Look, listen and learn. 



Have you bought a new bike yet?

No, I haven't. I want to repair my old bike. I've had it for five years.

Have you ever repaired a bike?

No, never!

I've already repaired my bike. I can help you!

It's fantastic!

Would you like to swap bikes?!

Present perfect review

We use the present perfect for:

- actions which started in the past and continue in the present:
I've **had** my bike **for** five years / **since** 2017.
- actions and experiences which are finished but still important in the present:
I've **already repaired** my bike.
I've **just ridden** my bike.
- actions which haven't happened:
I've **never repaired** a bike.



4

Grammar presentation

Look, listen and learn. 🔊

My teacher gave me a costume two weeks ago.

I'm going to be a dinosaur in the school play.

I wanted to cheer up my brother three days ago.

So I tried on my costume.

He cheered up when he saw me!

Past simple statements with ago

We use the past simple with *ago* to talk about actions in the past which are finished. Always use *ago* with a time phrase (e.g. *three days ago*, *nine years ago*).

My teacher **gave** me a costume **two weeks ago**.

I **wanted** to cheer up my brother **three days ago**.



Look!

When we use phrases like *try on* and *take off* in past simple statements, we change the verb, but the preposition stays the same:

try on → tried on

take off → took off

look at → looked at

Look, listen and learn. 🔊



hope, think and know

We use *hope* when we want something to happen.

I **hope** it's a Chinese restaurant!

We use *think* when we have an idea, but we aren't sure.

I **think** I will have dumplings

We use *know* when we are sure.

Nina **knows** how to use chopsticks.



6

Grammar presentation

Look, listen and learn. 🔊

Look at this selfie, May. It was taken by my uncle.

Is your uncle a famous actor?

Yes, he is! And here's an interesting fact: he's as old as emojis and social media!

What do you mean?

Well, he was born in 1997.

Emojis were used for the first time in 1997 and social media was invented in 1997, too!

Wow!

Past simple passive statements

We use the past simple passive when we don't know who did an action in the past or it isn't important. Use *was / wasn't* or *were / weren't* + past participle.

Emojis **were used** for the first time in 1997.
Social media **was invented** in 1997.



Look!

Use *by* to say who did the action:

The selfie was taken **by** my uncle.

7

Grammar presentation

Look, listen and learn. 🔊



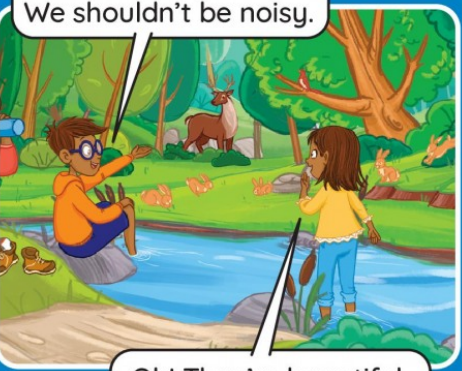
It's very hot today. We have to drink lots of water.

We should eat ice cream!



Hector, you mustn't get lost.

I know. The water in the stream is cool. You should come with me!



Look at the wildlife! We shouldn't be noisy.

Oh! They're beautiful.

Modal verbs of obligation

We use *must*, *have to* and *mustn't* for rules.

We **must** / **have to** drink lots of water.
You **mustn't** get lost.

We use *don't have to* for something that isn't necessary.

You **don't have to** swim in the stream.

We use *should* and *shouldn't* for advice.

We **should** eat ice cream!
We **shouldn't** be noisy.



Look!

mustn't = not allowed

don't have to = you don't need to do something, but you can do it if you want to

Look, listen and learn. 

Look, Tang! I can see Jupiter!

Can you see a red spot? It's a huge storm that is on Jupiter right now.

Did you know? Jupiter is made of gas. There are four planets in our solar system that are made of gas.

Wow!

Galileo was the first person that saw Jupiter's moons.

You know lots of facts about Jupiter, Tang!

Statements with relative pronouns: **that**

We use relative pronouns to say more about a person (*who*), thing (*which*) or place (*where*). We can also use **that** instead of *who* or *which*.

Galileo was the first person **that** saw Jupiter's moons.

There are four planets in our solar system **that** are made of gas.



Look, listen and learn. 



Do you like studying, Omar?

I enjoy studying in class, but I don't like studying for an exam.

I prefer to study with other people. I like to talk!

I prefer reading quietly on my own.

I like studying for exams. I want to go to university and study for 10 years!

Wow! You're a good student!

Verb patterns

- We use the *-ing* form after some verbs:
I **enjoy studying** in class.
- We use the infinitive with *to* after some verbs:
I **want to go** to university.
- We can use EITHER the *-ing* form OR the infinitive with *to* after some verbs:
I **prefer reading** quietly on my own.
I **prefer to study** with other people.

Verb + <i>-ing</i>	Verb + infinitive with <i>to</i>	Verb + <i>-ing</i> OR infinitive with <i>to</i>
enjoy finish	decide want	like prefer



Look, listen and learn. 



What are you doing after school, Omar?

I'm putting up decorations for the street party.

I'm not playing tennis later. Can I help?

The decorations look great! Thank you for helping me, Hector.

Hector ...?

Do you like my costume?

I'm entering the fancy dress competition tomorrow!

Present continuous for future plans

We use the present continuous to talk about future plans that we've already decided to do.

What **are** you **doing** after school?

I'm **putting up** decorations for the street party.

I'm **not playing** tennis later.

I'm **entering** the fancy dress competition tomorrow.



Look!

We always use a future time word or phrase with the present continuous for future plans:
 later tomorrow this (afternoon / evening)
 at (4 p.m.) on (Monday) next (week / month)

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